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2001

AGENDAS/MINUTES
EDUCATION COMMITTEE OF
THE HAMILTON-WENTWORTH
DISTRICT SCHOOL BOARD
JAN. 11, 2001...

URBAN MUNICIPAL

CA3 ON HW W26
A33E
2001

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

URBAN MUNICIPAL

EDUCATION COMMITTEE
Thursday, January 11, 2001

JAN 0 9 2001

GOVERNMENT DOCUMENTS

7:00 p.m. **A G E N D A** **7:00 p.m.**

1. Call to Order — E. Johnstone
2. Approval of the Minutes of December 7, 2000 and December 14, 2000
3. Business Arising from the Minutes
4. Approval of Agenda

ACTION ITEMS:

5. Settlement in the Schools – Hamilton (SWISH) — C. Reid
6. E-Best Launch Report — M. Botting
8. Draft Policy: Blood Borne Pathogens — K. Croxall
9. Verbal Update - Information Technology Year-End Report — W. Joudrie
10. The Outbound Experience – questions/request for a report — J. Bishop
11. Staffing Report – Full Time Equivalent Positions — D. Grant

CORRESPONDENCE:
Nil.

DISTRIBUTION:
Nil.

Public Questions for Clarification regarding tonight's meeting.

Future Meetings:

Business Committee	January 18, 2001	7:00 p.m.
Board	January 25, 2001	8:00 p.m.
Special Education Advisory Committee	January 31, 2001	7:00 p.m.

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MINUTES OF THE EDUCATION COMMITTEE
December 7, 2000

Those present: Judith Bishop (Chair Pro Tem), Robert Barlow (left at 8:11 p.m.), Wes Hicks, Lillian Orban, Ian Thompson, Bruce Wallace (left at 8:21 p.m.), Reg Woodworth, Ray Mulholland and Aleksandra Nikolic (Student Trustee).

Regrets: Eleanor Johnstone, Wayne Marston and L. Peddle.

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services) , K. Bain (Superintendent of Education – County West), E. Bond (Superintendent of Education – Secondary East), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), P. Gillie (Superintendent of Education – Mountain East), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

Also in attendance: D. Russon, Manager of Human Resources.

R. Mulholland called the meeting to order at 7:16 p.m., noting E. Johnstone was unable to attend due to a family emergency. He then called for nominations for Chair Pro Tem.

It was moved by B. Wallace: That J. Bishop be appointed Chair Pro Tem. CARRIED.

2. Approval of the Minutes of November 2, 2000

It was moved by L. Orban: That the minutes of November 2, 2000 be approved. CARRIED.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

R. Woodworth drew attention to the laydown additional information relating to item 9 of the agenda.

The members agreed with W. Hicks' suggestion to move up the Request for a Report re Westmount School Program as item 5 under Action Items.

It was moved by R. Woodworth: That the agenda be approved, as amended. CARRIED.

ACTION ITEMS:

5. Request for a Report re Westmount School Program

Noting that the Westmount program has been in existence for the last 12 years, L. Orban believed that its review is long overdue. She considered this a high-cost program, particularly in terms of student enrolment, staffing and transportation (45% of student population being bussed out of their catchment area). Although the original intent may have been unchanged, L. Orban

wondered if this is the same program meeting the same needs of students and achieving the original expectation (for course completion) as a self-paced program.

W. Hicks voiced his concern with the timing of the review in light of the change in school principal assignments during the second semester. He felt some of the questions and concerns about the program could be addressed by the Superintendent of Education, the in-coming school principal and staff. W. Hicks noted that a yearly review of the program is conducted by department heads and school council with recommendations regarding program delivery.

J. Bishop stated that with respect to staffing and program cost, Westmount School is at the same rate and level as the other composite schools. In terms of graduation times, she learned from the school principal that students pace the program as they see fit -- majority of the students finished within four to five years with small minority having extended timing. J. Bishop believed the Westmount programming has evolved and is different from when it started, attributing this to the work/efforts of staff, particularly the yearly review of the program. Recognizing the impact to the schools of the new curriculum, demands on staff time and, for Westmount School, incorporating all these into self-paced modules, J. Bishop expressed her reservations with having a detailed review of this program. She suggested that it would be better to provide an opportunity for the new school principal to do the review as part of the entry plan.

E. Bond alluded to the review of enhanced learning and specialized gifted programming across the system. She remarked that learning opportunities for enhanced programming are not only for identified students but likewise for capable/very bright students. Rather than an isolated review, E. Bond felt that a system review will provide a bigger picture in terms of school profiles, particularly in looking at the implementation of the secondary school reform and catchment areas.

Although she appreciated E. Bond's remarks, L. Orban preferred to look at school programs in "piece meal fashion" before considering the bigger perspective.

> **It was moved by L. Orban: That, based on the Principal's entry plan, a report be presented to the Education Committee regarding Westmount School's program delivery model before the end of school year.**

B. Wallace did not support the motion, noting this would give an "extra load" to the incoming principal. He was confident with administration's commitment to a system review of school programs.

To the motion, **CARRIED, 6 IN FAVOUR, 1 OPPOSED, 1 ABSTENTION.**

6. Release of Board and School 2000 EQAO Grade 3 and Grade 6 Assessment Results

R. Mulholland assumed the Chair to permit J. Bishop to speak on this item.

K. Croxall presented the report on behalf of Joanne Languay, Ontario Curriculum Consultant - EQAO Contact, who was unable to attend due to a family emergency.

> **It was moved by B. Wallace: That the Board Report regarding the Board and School Results of the 2000 EQAO Grade 3 and Grade 6 Assessment of Reading, Writing and Mathematics be received for information.**

While appreciative of the comprehensive work and useful information contained in the report, J. Bishop found the results disappointing compared to the last three years. In terms of provincial norm, she concluded our board had minimal improvements. She asked if and how the school plans are monitored at the school level.

K Croxall offered the following clarifications:

- Executive Council has started discussion, particularly on program assessment. Acknowledging that the Superintendents of Education (SOE) need to have some target strategies, she advised further that these plans will be part of the SOEs' accountability. In addition, the strategies and accountability measures utilized by other school boards are being considered, e.g. Toronto District School Board's developmental reading assessment, staff development strategies.
- There should be direction in providing support for schools which have consistently shown poor results. However, a closer look should be on the content of information. For example, in some cases, it is the function of the students being assessed, having a relatively small data is another factor (e.g. in Grade 3 reading, 14 schools have shown nothing but downward trend while 9 schools came up with progressive results).

J. Bishop suggested that future reporting include a system expectation and focus on teaching strategies and meaningful tests, particularly for Reading. She hoped to see an in-depth addressing of specific problems and concerns, e.g. below par performance of English-as-Second Language (ESL) students.

To the motion, **CARRIED**.

> **It was moved by J. Bishop: That an EQAO System Action Plan Committee be approved with the following members:**
>
> **3 Superintendents of Education**
> **Ontario Curriculum Team**
> **3 Elementary Administrators**
> **3 Elementary Teachers**
> **3 Trustees**
> **3 School Council Representatives**
>
> **to prepare an action plan for student improvement to be released to the public by March 12, 2001.**

Considering this as a working committee, B. Wallace opined that having trustee representation was unnecessary, concluding that trustees do not necessarily have the expertise on EQAO.

> It was moved by B. Wallace: That the words "3 Trustees" be deleted and replaced with "6 School Council Representatives".

When K. Croxall emphasized the importance of having trustees sit on this committee, B. Wallace suggested that the representatives could be the Chair, Vice-Chair of the Board and the Chair of the Education Committee.

L. Orban commented that sitting on this type of committee proves beneficial in providing a learning experience to trustees.

J. Bishop disagreed with B. Wallace's views, noting that instruction is one of the most important matters for this board and results are watched carefully. Having no trustee representation at all could lead to a perception of trustees having no interest for a very significant issue.

The Chair of the Board suggested amending the motion to reflect "up to 3 trustees" and he could then make the appropriate appointments.

B. Wallace was permitted to withdraw his motion.

> **It was moved in amendment by L. Orban: That the phrase "3 Trustees" be changed to read "Up to 3 Trustees".**

The Chair regarded K. Croxall's request to add one secondary administrator to the Action Plan Committee as a friendly amendment.

The amendment was put to a vote and was **CARRIED, 6 IN FAVOUR, 1 OPPOSED, 1 ABSTENTION.**

[R. Barlow left the meeting at 8:11 p.m.]

Responding to R. Woodworth's query, K. Croxall clarified that testing will run through May 2001. As this involves a two-year plan, many of the recommended actions are continuing recommendations and are amended.

R. Woodworth wondered how our board could possibly use the information for improvements given the short timeframe (i.e., March 2001). Concerned with not being able to effect the needed action, he was hopeful that staff could come back with something immediately.

K. Croxall advised that the timelines for EQAO testing are mandated and cannot be changed by the Board. She affirmed that the schools are carrying through with their action plans and was hopeful there will be improvements every year. K. Croxall then advised that a binder containing each school's action plan has been placed in the Trustees' Lounge for the trustees' perusal.

To the following motion, as amended, **CARRIED, 4 IN FAVOUR, 2 OPPOSED, 1 ABSTENTION:**

> **That an EQAO System Action Plan Committee be approved with the following members:**
>
> **3 Superintendents of Education**
> **Ontario Curriculum Team**
> **3 Elementary Administrators**
> **1 Secondary Administrator**
> **3 Elementary Teachers**
> **Up to 3 Trustees**
> **3 School Council Representatives**
>
> **to prepare an action plan for student improvement to be released to the public by March 12, 2001.**

J. Bishop resumed the Chair.

7. Environmental Policy Grant Support Programs

P. Gillie reviewed the report.

[B. Wallace left the meeting at 8:21 p.m.]

In explaining the funding process for these programs, J. Kott, Consultant – Environmental and Outdoor Education, advised L. Orban that the curriculum requirement (mainly focused on science and technology) will be based on the new Ontario Curriculum for elementary and secondary students.

It was moved by L. Orban: That the report on grants in support of the Environment Policy be received for information and that the programs proceed.

To the motion, **CARRIED**. **[Student Trustee A. Nikolic voted in favour.]**

8. Section 19 Year-End Report

M. Botting provided an overview and then introduced Jim Horton, Principal - Section 19, who reviewed the salient details of the report. He noted the following:

- The actual FTE teacher staffing for Section 19 is **41** teachers.
- The large number of students (1,400) served within the Correction category was primarily due to the high mobility of students in correctional setting.
- In the Elementary Care category, students are only there for part of the time/therapy.

It was moved by L. Orban: That the Section 19 Year-End Report be received for information.

Clarifying the screening process for L. Orban, J. Horton emphasized that students meeting the criteria for Section 19 programming come as clients and are provided educational support through the Board's partnership agreements with community agencies. He underscored further that it is important for these students to be committed and put forth their best efforts in all the activities of this program. J. Horton recognized Section 19 teachers as an integral part of the program, particularly their consultative role and input during the intake process. He stressed that our board has been exceptionally well served by the Section 19 teaching staff.

When R. Woodworth asked how the Board could assist in promoting awareness for Section 19 programming, J. Horton suggested the following:

- With trustees having insights on Section 19, they may manifest an endorsement of the program and its value.
- The Board consider developing a policy statement for Section 19.

J. Horton affirmed for R. Woodworth that a Section 19 presentation to teachers (e.g. during Professional Activity day), tapping volunteers and donations (i.e. access to surplus equipment and furniture from other areas in the system) will greatly boost awareness for this program and augment its funding.

To the motion, **CARRIED**.

J. Bishop thanked J. Horton for his efforts, noting that student achievement is also a key factor to consider with this program.

9. 2000 Summer School Pilot Program Report: Student Transitional Education Program (S.T.E.P.)

In presenting the report, E. Bond noted that limited funding was a concern during the start up for this pilot program. The Ministry of Education has been requested to consider a different type of funding which could provide more flexibility in utilizing these funds.

> **It was moved by L. Orban: That the 2000 Summer School Pilot Program Report (S.T.E.P.) be received for information.**

To ensure success for future summer school programs, E. Bond emphasized the need for closer consideration of (a) the type of students based on expectations for Grade 9 level, (b) variety of support available (including volunteer support), (c) staffing, and (d) student attendance.

The motion was put to a vote and was **CARRIED**.

10. Appeal to the Ministry re Funds for Lost Instructional Time

The Director alluded to the trustees' resolve to provide some direction to write the Ministry of Education about the issue of lost instructional time due to the recent work stoppage. He reminded the members that the Ministry legislation stipulated that the remaining Professional Activity days will be converted to instructional days. Items impacting on the collective agreement could not be altered. The Director noted further the Ministry's verbal indication that no additional funding will be provided to cover additional instructional days.

> **It was moved by L. Orban: That a letter be sent to the Minister of Education requesting additional funding for increased instructional time.**

In response to W. Hicks' query, the Director confirmed the need to change the legislation -- the only way is if the additional instructional days will be added to the school year calendar and this will not impact on the collective agreement.

The members' suggestions and comments for further consideration/review were noted as follows:

- I. Thompson advised that the Members of Provincial Parliament (MPPs) will have a meeting on Friday, December 15th and would not meet again till March of next year. He supported the Board writing the Minister of Education while at the same time meeting/raising this issue with the MPPs.
- J. Bishop felt our board has two choices: (a) the Director could ask the Minister of Education for clarification or (b) the Director formally write the Minister a letter on behalf of the Board about the issue, reminding her about the $10 million savings received by the Ministry through the teachers' strike.
- Drawing attention to the correspondence from Allan A. Greenleaf School Council re make-up time for lost instructional days (Page 12a) and the possible solutions outlined in the letter, R. Woodworth observed that the Board is being asked to do something and trustees have to push forward on this.
- W. Hicks voiced his concern with the inference that the Board can extend the school year with additional funding and this will not impact on the collective agreement. He felt this needs to be discussed by the Salary Committee. Noting only six trustees remained in attendance, W. Hicks opined that this significant issue should be considered by all the trustees. He expressed his preference to continue the discussion on Thursday, December 14th.

- R. Mulholland requested the Director to investigate if there has been a similar situation in the past.

After further discussion, there was consensus among the members to continue the discussion of this item on December 14th.

It was moved by R. Woodworth: That the motion be tabled.
CARRIED.

11. Verbal Update re School Year Calendar

With respect to the 2001-2002 school year calendar, P. Gillie advised that a committee of our board and the Catholic school board's staff and trustees will begin to consider and develop a joint school year plan. A preliminary meeting will be held on Friday, December 8th at 2:00 p.m. to set up the committee.

The Chair of the Board agreed to arrange for trustee representation to this committee.

It was moved by L. Orban: That the verbal update re School Year Calendar be received for information.
CARRIED.

12. Staffing Report – Full-time Equivalent Positions

D. Grant presented the report.

It was moved by L. Orban: That the November 2000 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.
CARRIED. [Student Trustee A. Nikolic voted in favour.]

13. Public Questions for Clarification

Nil.

Adjournment:

It was moved by R. Woodworth: That the meeting be adjourned, this being done at 9:15 p.m.
CARRIED.

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MINUTES OF THE SPECIAL MEETING OF THE EDUCATION COMMITTEE
DECEMBER 14, 2000

Those present: Eleanor Johnstone (Chair), Judith Bishop, Robert Barlow, Wes Hicks, Lillian Orban, Laura Peddle, Ian Thompson, Bruce Wallace, Reg Woodworth and Ray Mulholland.

Regrets: W. Marston

In attendance: M. Matier (Director of Education and Secretary), M. Botting, Superintendent of Instructional Services, K. Bain (Superintendent of Education – County West), N. Campbell (Superintendent of Education – Secondary East), K. Croxall (Superintendent of Education – County East), T. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

1. Call to Order

E. Johnstone called the meeting to order at 6:07 p.m.

R. Mulholland welcomed E. Johnstone in her new role as Chair of the Education Committee.

2. Approval of Agenda

It was moved by B. Wallace: That the agenda be approved.
CARRIED.

ACTION ITEMS:

3. Appeal to the Ministry re Funds for Lost Instructional Time

It was moved by R. Woodworth: That the following motion be lifted from the table:

> It was moved by L. Orban: That a letter be sent to the Minister of Education requesting additional funding for increased instructional time.

CARRIED.

M. Matier clarified that the Ministry has only approved that the designated professional activity days become instructional days. Any more than that would require additional funding for caretakers, secretarial staff and educational assistants.

B. Wallace asked if transportation on the designated professional activity days would require additional money. M. Matier responded that the savings from no transportation during the job action might offset the cost.

L. Orban asked that the letter include the fact that the parents have been requesting additional instructional days to make up for the lost time during the strike.

M. Matier distributed a plan that lists all the possible days that could be designated as instructional days. He added that lengthening the school day is not an option due to the collective agreement and the Board has not legally pursued breaking the current collective agreement.

> **It was moved in a friendly amendment by J. Bishop: That the letter to the Minister of Education regarding the loss of instructional time during the job action indicate the Board's intention to lengthen the school year and include A – H of the Board's Proposed Plan to Make Up Lost Instructional Time.**

Trustees made the following points/suggestions re the letter to the Minister and the Proposed Plan:

- Keep the perspective of quantity versus quality. Meaningful learning probably won't happen during first week of July.
- Support sending the letter; however, the plan for making up lost instructional time shouldn't create conflict with employee groups.
- Include a plan to the Ministry that doesn't identify specific dates; rather, ask for a commitment to implement a plan.
- Don't anticipate that certain employee groups will refuse the plan; if the Ministry approves a plan then the trustees will negotiate with teachers.
- The letter should be signed by both the Chair and Secretary of the Board.

To the motion, CARRIED.
R. Mulholland asked to be recorded as having voted against the motion.

> **It was moved by J. Bishop: That the meeting be adjourned, this being done at 6:43 p.m.**
> **CARRIED.**

kc

A C T I O N I T E M S

EDUCATION COMMITTEE
2001 01 11

#5

Hamilton-Wentworth District School Board

Memorandum

To: Merv Matier, Director of Education and Secretary

From: Chuck Reid, Superintendent of Education
Gail Belisario, ESL/NSL/Antiracism Consultant

Date: January 11, 2001

Re: Settlement Workers in Schools - Hamilton (S.W.I.S.H.)

Recommended Action

Moved by_____ _____ that the Board agree to partner with Settlement Integration Services Organization (SISO) and the Hamilton-Wentworth Catholic District School Board from January 2001 to June 2002, concerning the supervision, development, implementation and review of the Settlement Workers in Schools – Hamilton (S.W.I.S.H.) project. (refer to ***Appendix A***)

Moved by _____ that the Board will receive an update of the project by the Superintendent responsible for ESL & Antiracism by June 2001 and a written review of the project by June 2002.

1.0 Background Information

Over the past years, schools which have had high newcomer populations have struggled with communication, cultural and settlement issues related to meeting student educational needs.

Settlement Workers in Schools – Hamilton is a new initiative funded by the Ontario Administration of Settlement and Integration Services. This project is intended to provide services which will address newcomer needs at the school level. This project will be coordinated through a partnership between our local Settlement Integration Services Organization (SISO), our Board and our local coterminous Board. Similar partnerships have taken place in Ottawa and Toronto.

Throughout the fall term, meetings have been held to develop operating guidelines for the project (refer to ***Appendix B***). Input has been received by elementary and secondary school principals, senior administration educational staff, school councils, SISO and Ontario Administration of Settlement and Integration Services. At this point, an operating model has been developed, a letter of agreement committing all the parties to the program has been drafted, school sites for the program have been selected. With the agreement of the three partners, the project will begin in January 2001.

2.0 Rationale for Participating in the Program

The Settlement Workers In Schools – Hamilton (S.W.I.S.H.) provides benefits to all parties.

2.1) For the parents and students, it provides immediate access to initial settlement services and facilitates referrals to other community supports, (i.e. health services, social services etc.)

2.2) For the schools and teachers, the project will enable teachers and administrators to call on a resource they are themselves often called to perform when newcomer parents appeal for help. The Settlement Workers will also be able to assist newcomer parents to integrate more easily into the life of their school community, and help teachers to better understand the conditions the newcomers have left behind

2.3) The partnership between newcomer parents/guardians, school and the community will be strengthened.

2.4) There will be a bridge between parents/guardians and students; between parents/guardians and the school and between students and the school.

2.5) Students and their families will have co-ordinated case management and referral to a full range of services.

2.6) School staff and settlement staff will be more informed about each other's needs and resources.

2.7) Parents/guardians will have an understanding of how to become actively and effectively involved in their children's education.

2.8) Parents/ guardians and school staff have access to available cultural interpretation services.

2.9) School staff will be better informed about the needs of the newcomer population.

3.0 Current Information

3.1) Committee Membership

Hamilton-Wentworth District School Board - (HWDSB)
- C. Reid – Superintendent of Education
- G. Belisario – ESL/NSL/Antiracism Consultant
- D. Baker – Principal of Hess Street School
- R. McGall – Principal of Glendale Secondary School

Hamilton-Wentworth Catholic District School Board - (HWCDSB)
- J. Maga – Principal of Continuing Education
- T. MacDonald - Vice Principal of St. Thomas More Secondary School

Settlement Integration Services Organization - (SISO)
- C. Montan – HOST Program Coordinator
- M. Wasuge – Program's Manager
- J. Richard – Settlement Counsellor

Citizenship and Immigration Canada - (CIC)
- F. Corbin – Program Consultant
- V. Trevurza – Program Consultant

Settlement Workers in Schools – Hamilton - (SWISH)
- B. Wattie – Project Coordinator

3.2) School Site Allocation

Rationale: The focus of the pilot project is to service schools with the greatest number of first year immigrants as required by CIC funding. Consideration was given to the location of schools and to feeder schools.

i) Eastern Section – 2.5 Settlement Workers

Hamilton – Wentworth District School Board

Glendale Secondary School
Glen Brae Elementary Middle School (6-8)
Lake Avenue Elementary School (JK – 8)
Green Acres Elementary School

Hamilton – Wentworth Catholic District School Board

Bishop Ryan Secondary School
St. Joan of Arc Elementary School (JK – 8)
St. Helen's Elementary School (JK – 8)

ii) Western Section – 3 Settlement Workers

Hamilton – Wentworth District School Board

Sir John A. Macdonald Secondary School
Hess Street Elementary School (JK – 5)
Ryerson Elementary Middle School (6, 7, 8)
Dr. J. Edgar Davey Elementary School (JK – 5)

Hamilton –Wentworth Catholic District School Board

St. Lawrence Elementary School
St. Patrick's Elementary School
St. Joseph's Elementary School
St. Brigid's Elementary School
Holy Spirit Elementary School
Cathedral Secondary School

3.3) In-kind Services Provided by the School Boards

The following are the in-kind contributions that will be provided to the project by both school boards. Each school principal will be required to provide the following to support the project in their school.

i) Space in the school for meetings and for completing paper work
ii) Access to use a telephone
ii) Access to a computer (use of internet in a computer lab)
iv) After release of information protocols have been followed, settlement worker may have access to client information (as per OSR guidelines)

4.0 Evaluation of Project

The pilot phase of the project consists of an eighteen-month timeline from January 2001 to June 2002.

During the pilot phase there will be opportunities to refine the model, to make it known within the Hamilton community, and to have it properly evaluated by an external evaluator.

The evaluation of the program will be developed through Citizenship and Immigration Canada and facilitated by the SWISH Operational Committee at the end of the pilot period. The educational component of the evaluation will focus on:

i) collaboration between staff and parents, i.e. student attendance, homework, parent-teacher events, student assessment and reporting
ii) participation of parents in school activities, i.e. school council, home and school, parent fund-raising, school volunteer programs, etc.
iii) participation of students in non-mandatory school activities, i.e. school sport events, school clubs, after-school activities, etc.
iv) communication links between community support systems and the school

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD & (Appendix A)
HAMILTON-WENTWORTH CATHOLIC DISTRICT SCHOOL BOARD &
SETTLEMENT & INTEGRATION SERVICES ORGANIZATION

SETTLEMENT WORKERS IN SCHOOLS - HAMILTON (SWISH)

LETTER OF AGREEMENT (Note: Date will be specified before signing)

This letter of agreement acknowledges and supports the Settlement Workers in Schools - Hamilton (SWISH) pilot program with a mandate to develop, support, implement and evaluate a framework for an improved newcomer settlement service model in Hamilton schools.

The objectives of the program are:

- To assist newcomer families with settlement needs to successfully settle into our local schools and communities by responding to the information and orientation needs that they have as new immigrants, and by connecting them with school resources and social/cultural services in the community.

- To increase the level of awareness for all school staff with respect to the diverse, ethnic, cultural, racial, religious background of the Hamilton population by establishing an atmosphere of mutual respect and enhancing learning environments that are safe, nurturing and positive.

An Operational Committee will be formed to ensure that these services will be tailored to the diverse newcomer community, the students and their families, in Hamilton in a manner which respects the authorities and mandates of HWDSB, HWCDSB, CIC and SISO, who are formally involved in the program. The Operational Guidelines established for the program at its inception will guide the program in its first year and be revised in the spring of 2002 to reflect the program's experience in year one.

The Hamilton Wentworth District School Board, the Hamilton Wentworth Catholic District School Board, and the SISO as major partners in this pilot program and CIC as the principal funder agree that:

1. The services provided by SWISH workers in HWDSB and HWCDSB schools will complement existing services in both Boards, but will not replace nor duplicate the services provided by both Boards' staff as part of their official job responsibilities.
2. The two Boards will provide appropriate in- kind resources (support school board staff by facilitating their attendance at parent meetings ; grant access to space which may be booked for work related meetings; provide a SWISH worker workspace; grant access to information upon receipt of release; WWW access) to support the CIC funding of this program.
3. All parties will participate in an advisory committee through the appointment of supervisory representatives. The advisory committee will provide overall direction to the program. The advisory committee will meet 2-3 times during the initial year of the project.
4. The HWDSB and the HWCDSB will be responsible for appropriately communicating with their own staff on all matters regarding the project.
5. A management/liaison team process with appropriate staff representation from HWDSB, HWCDSB, CIC and SISO will continue to provide direction for and advice on the implementation of the pilot program.
6. This agreement is in effect from _____ to _____.
7. A review of the pilot program during the spring of 2002 will be undertaken as the basis for determining the future status of the program.

Signed for the Hamilton Wentworth al District School Board:

_____	_____	_____
Name	Position	Date

Signed for the Hamilton Wentworth Catholic District School Board:

_____	_____	_____
Name	Position	Date

Signed for: Settlement & Integration Services Organization

_____	_____	_____
Name	Position	Date

(Appendix B)

Settlement and Educational Partnership
Hamilton Region
Operational Guidelines

Expected outcomes of the Program

1. The partnership between newcomer parents/guardians, school and the community will be strengthened.
2. There will be a bridge between parents/guardians and students; between parents/guardians and the school and between students and the school.
3. Students and their families will have co-ordinated case management and referral to a full range of services.
4. School staff and settlement staff will be more informed about each other's needs and resources.
5. Parents/guardians will have an understanding of how to become actively and effectively involved in their children's education.
6. Parents/ guardians and school staff have access to available cultural interpretation services.
7. School staff will be better informed about the needs of the newcomer population.

Nature of Service Provision

The focus the program will be newcomer students and their families who have been in Canada for less than one year, with consideration for secondary migrants who have arrived in the past two years.

Given the collaborative and integrative design of the program, Settlement Workers in Schools - Hamilton (SWISH) workers will use a co-ordinated case management approach to link clients with specialty services offered by program partners, other agencies and specialists. They will not provide or duplicate these professional services.

This program will operate in both the Hamilton -Wentworth District School Board and the Hamilton -Wentworth Catholic District School Board (HWDSB and HWCDSB) by:

1. Providing settlement assistance to new immigrant students and their families.
2. Developing a school-based process based on a co-ordinated case management approach to facilitate access of newcomers to settlement and other services.
3. Providing a framework for the collaboration of school staff, settlement workers, and other community services.
4. Focusing on introducing, linking, and integrating the child and family to the educational system.
5. Co-ordinating the student and family members access to existing settlement, school, and community services, which can facilitate the settlement and integration of the students and their families.
6. Developing strategies for mutual understanding and collaboration between newcomer families, school staff, and students.

Modes of Service Provision

1. Meet individually with parents/guardians/students and/or school staff.
2. Provide information sessions for parents/guardians/students, and school staff.
3. Facilitate group workshops.

Student and Family Eligibility

Newcomer students and their families who have been in Canada for one year or less, with consideration for secondary migrants who have arrived in the past two years with first year settlement needs.

Client Access to the Pilot Program

1. Self-referral, family members, and friends
2. School /principal/vice principal
3. Outreach by School Settlement Workers
4. Referral from settlement service providers or other community-based sources

Referrals from the Project

1. To settlement services for parents/guardians in need of specialized settlement assistance (e.g. job search workshops, resume-writing workshops, general orientation workshops, HOST matches).
2. To other service agency/supports (e.g. welfare, employment, food bank, counselling, legal aid clinic, health).
3. To school based services (e.g. ESL/ELD, Guidance, and Special Education).
4. To School Councils.
5. To local community resources (e.g. libraries, places of worship, recreation centres, ethnocultural groups, neighbourhood associations).

Training

All staff and partners in the program will receive training, tailored to the needs of the specific group receiving the training:

1. For Principals, School Designates, and School Support Workers: overview, roles, referral system, communication systems, settlement needs and issues.
2. For the Manager of the Programs and Community Services (CCCS) and the Program Coordinator: leadership training, overview, roles, referral system, communication systems, statistics and reporting, orientation to the school system.
3. For the School Settlement Workers: overview, roles, referral system, communication systems, immigration orientation, teamwork, conflict management, service documentation, Ontario school system, second language acquisition by children, the Hamilton District School Board and the Hamilton Catholic District School Board, cultural interpretation and settlement counselling.
4. Throughout the program the Operational Committee may identify additional training needs.

Lines of Accountability/Roles

All parties in the project will become familiar with their partners' organizational systems, policies, procedures and channels of communication.

School Participation in Pilot Project

Selection criteria

1. Number of newcomer students in given schools is high.
2. Number of newcomer students in a given geographic area is high.
3. Based on the language need, the school workers may rotate between schools and geographic areas.

Selection Process

The Boards will select key schools in which settlement workers will be placed. The workers will provide service to nearby schools on a referral basis as the need arises.

Settlement Service Provider Organization - SISO

Roles and responsibilities:

1. Responsible, as all parties are, for meeting program expectations.
2. Prepares and submits co-ordinated funding proposal(s) for the program to *Citizenship and Immigration Canada (CIC)* after negotiating the project with the *HWDSB* and *HWCDSB.*
3. Signs Letter of Agreement.
4. Administers the CIC contract funds.
5. In consultation with Board Contacts, negotiates job description for School Settlement Worker and prioritizes needs.
6. Advertises the positions, interviews and hires the candidates in conjunction with the Board Contacts, abiding by *SISO* hiring policies.

7. Provides an orientation about the SISO for Board Contacts, the Principal(s) involved, the Program Coordinator, and all School Settlement Workers hired to work in the families of schools.
8. Provides personnel administration for School Settlement Workers.
9. Provides overall supervision and direction of School Settlement Workers in collaboration with the Board Contacts, Principal(s), the Program Coordinator, and the Operational Committee.
10. Monitors local demographics and develops a service contingency plan to address changes, in partnership with schools.
11. Agrees that:
    - 11.1. The Operational Committee has the responsibility for providing overall coordination for the program.
    - 11.2. The Principal(s) and the Program Coordinator have joint responsibility for day to day identification of service needs for the School Settlement Worker.
    - 11.3. The Steering Committee may identify and recommend changes to the operation of the program.
12. Establishes a protocol for two-way client referral between the School Settlement Worker in the school and the SISO.
13. Negotiates a process with school administrator for access to student information as required for service provision.
14. Gathers and analyses program statistical data monthly and submits to CIC, the Operational Committee, and project partners.
15. Employs the School Settlement Workers and Program Coordinator and obtains feedback from the Operational Committee, the Program Coordinator and the Principal(s) for staff evaluation purposes. The SISO will provide official feedback of job performance.
16. Participates on Steering Committee.
17. Develops policy on summer programming.
18. Develop client focused complementary program relationships with other agencies.
19. Performs other duties and responsibilities as agreed by project partners.

Lines of Communication SISO

1. Reports to CIC and other funders.
2. Promotes the program through open communication to parents and external audiences.
3. Facilitates open communication and client referral between the school settlement workers in the program and the settlement staff at the agency.
4. Collaborates with both of the District School Boards.

Resource Allocation

At times when settlement workers are not in school, the SISO will provide:
1. Access to work space
2. Access to telephone
3. Access to meeting space
4. Access to office equipment and supplies

Operational Committee

Composition

An 8-member team responsible for coordinating all liaison aspects of the program placing school settlement workers in the Hamilton region schools.
The team will consist of:

1. Hamilton District School Board contact designated by the Board administration.
2. Hamilton Catholic District School Board contact designated by the Board administration.
3. SISO Programs Manager.
4. SWISH Program Coordinator.
5. Principals: Catholic Elementary and Secondary.
6. Principals: Public Elementary and Secondary.

Roles and Responsibilities

1. The Board Contacts and principals will take the lead within the school systems to facilitate the operation of the program and to negotiate changes that may be necessary.
2. The SISO Programs Manager will take the lead with the two Boards and other community services programs to facilitate the operation of the program and to negotiate changes that may be necessary.
3. The School Board contacts and principals will support the Program Coordinator in the implementation of the program.
4. The Operational Committee has the responsibility for providing overall co-ordination for the program.

Duties of the Operational Committee

1. Develops an annual operational plan for the SWISH program and services based on community needs in keeping with the Mandatory Program And Services Guidelines under the contract and letter of agreement signed by project partners within the framework of the approved budget.
2. Reports to the Steering Committee.
3. Prepares agendas for Steering Committee meetings.
4. Analyzes data for overview and submission to the funders.
5. Reviews the project data and approve recommendations to the Steering Committee.
6. Organizes settlement staff professional development sessions (within both School Boards), and promote the sharing of best practices between the two Boards.
7. Negotiates the extent and nature of the school's involvement, school settlement worker job description and prioritization of needs.
8. Advertises the positions, interviews and hires the candidates abiding by SISO hiring policies and recommends hiring to the Steering Committee.
9. Acts as Liaisons for the program.
10. Facilitates the program evaluation process.
11. Arranges for training of staff, sponsors and partners/guardians involved in the program.
12. Develops project-wide initiatives.
13. Identifies program gaps and needs and make recommendations to the Steering Committee for action.
14. Conducts need assessments and evaluations of the program and client needs to identify program gaps and weaknesses
15. Monitors and interprets local demographic changes and provides recommendations for development of a service contingency plan.

Board Contacts

Roles and Responsibilities

1. Responsible, as all parties are, for meeting program expectations.
2. Take the lead within the school system to facilitate the operation of the program and to negotiate changes that may be necessary.
3. Support and assist the school principals/designates in the orientation process, the integration of settlement workers into the school culture, evaluation process, etc.
4. Support and assist the program coordinator in the implementation of the program, prioritizing needs, training settlement workers, developing resources, organizing workshops, etc.
5. Act as Liaison for the program.
6. Compile and maintain statistical information on new arrivals in the schools.
7. Keep up to date on relevant information, policies and legislation.

Lines of Communication

1. Facilitates open and flexible communication with principals/designates, program coordinator, school settlement workers, and the Operational Committee.
2. Participates on the Operational Committee and Steering Committee.
3. Refer appropriate issues to the Operational Committee.

Lines of Responsibility

Report to Superintendents of Education

Steering Committee

Composition

The Steering Committee will be composed of a minimum of:

- Four school principals (two per Board) not the same as the Operational Committee members
- Two Superintendents (one per Board)
- Board contacts for the program
- One/two newcomer parents/guardians
- SISO Executive Director
- The Program Manager
- The Program Coordinator
- CIC representatives
- One/two newcomer students (high school level)
- One /two student council representatives (high school level)

Roles and responsibilities

1. Responsible, as all parties are, for meeting program expectations.
2. Develops and approves in principal the Letter of Agreement.
3. The Steering Committee for the program will meet 2-3 times per year to provide a forum for:
   - Communication and feedback to all parties involved
   - Program implementation
   - Program refinement
   - Project-wide issues resolution

School Principal/Designate

Roles and responsibilities

1. Responsible, as all parties are, for meeting program expectations.
2. Requests settlement worker assistance from Program Coordinator.
3. Ensures referral of eligible clients to settlement workers following signing of release forms.
4. Agrees that the principal(s) and the Program Coordinator have joint responsibility for day-to-day identification of service needs for the School Settlement Worker.
5. Arranges for an orientation to the school for the School Settlement Workers.
6. Provides feedback to Program Coordinator for performance evaluation of settlement workers.
7. Provides access to meeting space for use by School Settlement Workers.
8. Provides access to shared working space for use by School Settlement Workers.
9. Ensures the availability of needed resources as appropriate.
10. Negotiates a process with SISO for access to student information as required for service provision. (Standard release form is available.)
11. Approves access to student information as required for service provision.
12. Facilitates the integration of the School Settlement Worker(s) into the school culture.
13. As appropriate, designates school contact between school staff and school settlement workers.
14. Facilitates linkage between students and parents with settlement needs and available Boards of Education resources.
15. Ensures compliance with Board of Education and Ministry of Education policies.
16. Liaises and collaborates with other schools involved in the program.
17. Encourages development and implementation of a consistent and welcoming orientation process for newcomer families.
18. Ensures that existing roles and services in the school will be complemented and augmented by the School Settlement Worker and not replaced or duplicated.
19. Ensures that all school staff and persons providing support services are appropriately informed and involved.

Lines of Communication School Principal/Designate

1. Facilitates open and flexible communication with the program coordinator, the Board contact and the workers.
2. Promotes the program through open communication with parents, students, parent committees, school staff and community partners.
3. Collaborates with other participating schools.

School Resource Allocation

The school will provide where available:

1. WWW and Computer Access
2. Access to telephone
3. Work space, which includes secure space for files
4. Meeting space
5. Supplies, photocopying and/or printing
6. Access to internal and external communication channels (e.g. board courier)

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Program Coordinator

Roles and Responsibilities

1. Coordinates the work of the team of school settlement workers in collaboration with the Operational Committee.
2. Monitors implementation of the operational plan as approved by the Steering Committee.
3. Supervises and trains School Settlement Workers on an ongoing basis.
4. Provides direct support and assistance to each counsellor in dealing with difficult/ emergency/urgent cases.
5. Supports in the planning and implementation of group sessions.
6. May represent the SWISH Program at community committees, in cooperation with the rest of the staff, with the permission of the Executive Director.
7. Responsible, as all parties are, for meeting program expectations.
8. Maintains overall management of the program.
9. Develops process and system to ensure ongoing outreach to all newcomers in participating schools.
10. Negotiates and prioritizes the school settlement worker duties.
11. Negotiates program priorities with the partnering school principals and the Program Manager based on client needs.
12. Collaborates and networks closely with other SISO program coordinators and community resources/agencies.
13. Facilitates a project evaluation process in collaboration with the Operational Committee.
14. Co-ordinates, collects and interprets data from the program and submits the information to the SISO Executive Director, Steering Committee and funder in collaboration with the Operational Committee.
15. Develops project-wide initiatives in collaboration with the Operational Committee.
16. Investigates and seeks supplementary funding resources for the project in collaboration with the Operational Committee.
17. Prepares reports as required for the funder and the Steering Committee.
18. Conducts need assessments and evaluations of the program and client needs to identify program gaps and weaknesses in collaboration with the Operational Committee.
19. Evaluates workers.
20. Arranges for training of staff and partners involved in the program in collaboration with the Operational Committee.
21. Recruits community resources for workshops, etc.
22. Liaises between schools and communities.
23. Provides cultural background information to the school staff as needed.
24. In conjunction with the partners, promotes the SWISH Program through providing public information sessions and/or conducting presentation and/or other appropriate forms of outreach and advertisement to local agencies, religious institutions, organizations, community groups, schools, ESL classes, etc.
25. Monitors local demographics and develops a service contingency plan for sudden changes.
26. Keeps up to date on relevant information, policies and legislation.
27. Develops and oversees implementation of plan for summer programming.
28. Researches alternative models of service delivery and proposes adaptations to improve the existing ones.
29. Develops and compiles resources relative to the needs of the newcomer families and the school.
30. In conjunction with the partners, develops effective network, partnership and working relationships with other service providers, agencies, communities, organizations and institutions providing service to clients.
31. Facilitates the development of a settlement worker manual including relevant policies of SISO, and other partners, the participating Boards, program guidelines and forms, relevant resources (such as immigrant service resource directories, community service directories, cultural profiles), lines of communication in the pilot project, etc.
32. Participates in networking meetings with other Settlement Worker in Schools programs in Ontario.
33. Maintains detailed written records and files pertaining to settlement services and the recommendations or counselling received by clients.
34. Provides a monthly written report to the Operational Committee regarding activities and trends of the program.
35. Monitors and ensures appropriate and confidential handling of client information and files.
36. Operates in accordance with the policies, guidelines and protocols of the program and organization.
37. Accepts other duties assigned by the Steering Committee consistent with program goals.

Lines of Communication

1. Facilitates open and flexible communication with the principals/designates, Board contacts, School Settlement Workers and the Operational Committee.
2. Provides feedback to the settlement worker and the school principal(s).
3. Participates on Steering Committee.
4. Refers appropriate issues to the Operational Committee.
5. Promotes the program through open communication with the two Boards of Education, parents, and parent committees, agency staff and external audiences.
6. Facilitates collaboration with other SISO program coordinators.

Lines of Responsibilities

The co-ordinator reports to, and is accountable to the Executive Director or person designated by the Executive Director, SISO.

School Settlement Workers

Roles and Responsibilities

Individual assistance

1. Settlement workers will follow a co-ordinated case management approach.
2. Direct service work with newcomer students and their families.
3. Provide orientation sessions to newcomers to familiarize them with programs and services available in the organization and in the area.
4. Intake and Conduct assessment of clients needs.
5. Prioritize client needs as agreeable to the client.
6. Provide Settlement orientation, information and referrals to newcomer families with first year settlement needs.
7. Inform and orients students and families about settlement related issues.
8. Outreach to new families based on consent release form information.
9. Facilitate the access of newcomer families to school activities, committees, councils and associations.
10. Facilitate referrals and access to available resources in the community, social services, professional services and government programs.
11. Participate in the school reception and orientation process for newcomer students and their families.
12. Act as a resource for newcomer students and provide support groups for parents/guardians as needed.
13. Advocate on client's behalf when appropriate.
14. Ensure clients are able to make informed decisions.
15. Provide services in a supportive and culturally sensitive and linguistically appropriate manner maintaining client confidentiality.
16. Enable families to advocate for the educational needs of their children.
17. Refer situations requiring mediation as appropriate.

Direct service work with the school staff

1. Facilitate constructive and culturally sensitive communication between the school staff and the newcomer students and their families.
2. Inform and orient staff about settlement related issues.
3. Assist the school in establishing and maintaining contact with "hard to reach" families.
4. Provide cultural background information to the school staff as needed.

Presentations (in collaboration with school and community partners)

1. Researches and present information on diversity issues as needed.
2. Facilitates the communication between parents/guardians and school in group and presentation contexts.
3. Participates in development of cultural profile and parent/guardian workshops.
4. Presents cultural profile workshops to increase school staff's knowledge and awareness of their students.
5. Assists in workshops to increase newcomers' understanding of the educational system and parenting issues in a Canadian context.
6. Participates on committees, workshops and conferences as approved by the program coordinator.
7. In co-operation with partners and other agencies, conduct group orientation and information sessions on a variety of settlement related topics such as, housing, education, transportation, employment etc.
8. Promotes settlement-related programs and activities.

Organization of events and activities

Plans, co-ordinates and implements settlement related activities and programs for large and small groups with program co-ordinator's approval and in discussion of the school principal.

Program development

1. Participates in on-the-job training.
2. Actively participates in all Settlement Worker staff meetings.
3. Participates in the overall operation and activities of the organization.

Administration

1. Maintains and submits accurate tracking forms and provides regular monthly updates to the program co-ordinator.
2. Maintains detailed written records and files pertaining to settlement services and the recommendations or counselling received by clients.
3. Provides a monthly written report to the program co-ordinator regarding activities and trends.
4. Maintains overall management of client caseload.
5. Ensures appropriate and confidential handling of client information and files.
6. Operates in accordance with the policies, guidelines and protocols of the program and organization.
7. Accepts other duties as assigned by the Program Co-ordinator.

Lines of Communication

1. Communicates regularly with the Program Co-ordinator.
2. Communicates regularly with the school contact.
3. Shares knowledge with other settlement workers and SISO staff to ensure integrated service delivery for clients.

Lines of Responsibility

Reports to the program co-ordinator.

Evaluation of Program

The SWISH program will be evaluated by an outside evaluator in the 2002 school year.

Hamilton Region District School Board and Hamilton Catholic District School Board

1. Appropriate Superintendent approves and signs the Letter of Agreement.
2. Fulfilling conditions as outlined in the Letter of Agreement.
3. Provides representatives on Steering Committee and Operational Committee.

Conflict Resolution Mechanism

In all cases, The Ontario Human Rights Code, the Canadian Charter of Rights and local Human Rights Policies will prevail.

1. If a conflict is covered by existing Board/agency policies, it will be managed through due process outlined in those policies.
2. If conflict is beyond the parameters of existing Board or Agency policies, the matter will be referred to the school principal and the Program Coordinator or the appropriate manager. Should further consultation be required, the Operational Committee will be required to provide consultative advice. Should the conflict require resolution at higher levels of authority, it will be referred to the appropriate Director of Education and the Executive Director of the Agency for resolution. New policy amendments to either the Operational Guidelines or the Letter of Agreement will be negotiated and recommended by the Steering Committee.
3. In the event of a conflict between Agency and Board policies, The Steering Committee will negotiate and recommend an amendment to the Letter of Agreement to the Directors of Education of the Board(s) and the Executive Director of the Agency.

Definitions

Co-ordinated case management: refers to the overall co-ordination of settlement case management by the SWISH workers, resulting in a one stop approach to addressing clients needs. The SWISH workers will conduct basic needs assessments, prioritize needs with client involvement and involve other service providers as appropriate.

Eligible clients: All newcomer parents and guardians and students with first year settlement needs with consideration of secondary migrants for up to two years.

The Hamilton-Wentworth District School Board

Impact Summary

Recommended Action:

- That the Board agree to partner with Settlement Integration Services Organization (SISO) and the Hamilton-Wentworth Catholic District School Board from January 2001 to June 2002, concerning the supervision, development, implementation and review of the Settlement Worker – Hamilton (S.W.I.S.H.) project.

- That the Board will receive an update of the project by the Superintendent responsible for ESL/NSL & Antiracism by June 2001 and a written review of the project by June 2002.

The impact of approving the foregoing recommended action is as follows:

1 Benefits/Expected Outcomes

Benefits

- For the parents and students, it provides immediate access to initial settlement services and facilitates referrals to other community supports, (i.e. health services, social services etc.)

- For the schools and teachers, the project will enable teachers and administrators to call on a resource they are themselves often called to perform when newcomer parents appeal for help. The Settlement Workers will also be able to assist newcomer parents to integrate more easily into the life of their school community, and help teachers to better understand the conditions the newcomers have left behind.

- The partnership between newcomer parents/guardians, school and the community will be strengthened.

- Parents/guardians will have an understanding of how to become actively and effectively involved in their children's education.

Expected Educational Outcomes

- collaboration between staff and parents, i.e. student attendance, homework, parent-teacher events, student assessment and reporting

- participation of parents in school activities, i.e. school council, home and school, parent fund-raising, school volunteer programs, etc.

- participation of students in non-mandatory school activities, i.e. school sport events, school clubs, after-school activities, etc.

- communication links between community support systems and the school

√ **Yes** No
Recommended action is consistent with board beliefs and criteria for decision making.

2 Target Audience

Audience recommended action is expected to impact:
This partnership will support schools which serve a high population of first year landed immigrant families.
Annual number expected to benefit in any 12 month period:
Approximately 2000 students and their families will be served by this partnership.

3 Costing Detail

Wages and Benefits of the 5.5 Settlement Integration Workers, plus the Co-ordinator of the program will be covered by Settlement Integration Services Organization of Hamilton. In-kind costs related to space will be covered by the two respective Boards of Education. Space will be provided by allotting an area in the school, which is not currently being utilized. The equipping of dedicated office space will be completed by using surplus furniture. Costs related to providing a dedicated telephone line and telephones will be addressed through the current budget allocated for ESL/NSL/Anti-Racism program. Large duplication of materials will be covered by Settlement Integration Services Organization of Hamilton. Schools may have to duplicate individual documents for client use.

Effective date of recommended action: - January 2001

	Start-Up Cost	Operating Cost (*This year residual)	Operating Cost (Next Full Year)
Permanent Staff: FTE = 6.5 Salary + Benefits	covered by S.I.S.O.	covered by S.I.S.O.	covered by S.I.S.O.
Supplies (description):	covered by S.I.S.O.	covered by S.I.S.O.	covered by S.I.S.O.
Equipment (description): Telephone Installation (3 max.)	$477.00	$ 967.68	$1451.52
Telephone Rental (note: after twelve months of rental the telephone becomes the property of the Board)		264.00	132.00
Accommodation (description): furniture	In-kind service	In-kind service	In-kind service
Transportation	covered by S.I.S.O.	covered by S.I.S.O.	covered by S.I.S.O.
Total	**$ 477.00**	**$1231.68**	**$1583.52**

*This Year Residual = From effective date of recommended action to the end of the current budget year.

4. Funding

Source Recommended: Settlement Integration Organization Services – Hamilton
ESL/NSL/Antiracism Budget – Hamilton – Wentworth District School Board
(refer to costing detail)

Activities/programs negatively impacted by shift of funding: No negative impact – funding has been established through the Antiracism budget for 2000 – 2001

Compliance with legislated enveloping requirements:
√ **Yes** No

√	–	**Classroom Non/Classroom**
–	–	Special Education
–	–	Board Administration and Governance
–	–	School Renewal/Debenture/New Pupil Place

Date: January 11, 2001

Note:
Impact Summary not required if recommended action is to receive report for information.

#6

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

M E M O R A N D U M

TO: Merv Matier, Director of Education

FROM: Marguerite Botting, Superintendent of Instructional Services

DATE: 2001 01 11

RE: **E-BEST LAUNCH REPORT**

RECOMMENDATION:

Moved by _____, that the "E-BEST Launch Report" be approved.

Many boards of our size and smaller have a Research Department. During the past few years we have attempted to support research that is school-based and system-based. Further, our school board receives regular requests from community partners as well as individuals.

The E-BEST proposal is a potential framework for coordinating and economizing our resources, i.e. human, time and financial.

Why do we need E-BEST? Our primary goal as a system is to improve student performance. We often design these improvements through data-driven programming. This data collection can be directed and interpreted through E-BEST. All of this serves to support the school planning process. As principals are accountable for improved student performance we must recognize the critical needs of the principals as they work to achieve student achievement. E-BEST will support our primary goal.

:a

EVIDENCE – BASED EDUCATION AND SERVICES TEAM (E-BEST)

THE E-BEST LAUNCH

PRESENTATION

TO

EDUCATION COMMITTEE

Submitted By: Marguerite Botting, Superintendent of Instructional Services
Dr. Kathy Short, Psychologist

Date: January 11, 2001

The Hamilton-Wentworth District School Board

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2. **A Proposal for a System – Based Research Service**

- A vision paper initially presented to Executive Council in April 2000
- Appendix A

3. **Proposed E-BEST Structure**

- A graphic presentation of E-BEST mandates and related strands
- Appendix B

4. **Suggested Roles of Component Groups**

- Outline of possible roles for Planning Council, Multidisciplinary Research Committee, and Evidence Work Group
- Appendix C

5. Draft **Memorandum Inviting System Participation in E-BEST**

- Appendix D

6. Draft **Protocol for the E-BEST Review of External Research/Evaluation Proposals**

- Sample protocol only, other protocols will have to be developed for other strands of the E-BEST model
- Appendix E

7. Draft **Study Plan**

- Suggested timelines for E-BEST development and study, Spring 2001 and Fall 2001
- Appendix F

PRESENTATION TO EDUCATION COMMITTEE
JANUARY 11, 2001

THE E-BEST LAUNCH

I. Objectives of Presentation to Education Committee

1. To provide an overview of the E-BEST idea
2. To describe possible roles for the involved groups
3. To describe the process for inviting involvement from the system
4. To offer a concrete example of how an E-BEST protocol might work
5. To suggest a study plan for the E-BEST initiative

II. Overview of the E-BEST idea

See "Proposal for a System-Based Research Service" (Appendix A) and "Proposed E-BEST Structure" (Appendix B)

III. Suggested Roles of Component Groups

See draft paper, "Suggested Roles of Component Groups" (Appendix C)

IV. Invitation to System for Involvement in E-BEST

See Memorandum regarding E-BEST Call for Involvement (Appendix D)

V. Sample E-BEST Protocol

See draft "Protocol for the E-BEST Review of External Research/Evaluation Proposals" (Appendix E)

VI. Proposed Study Plan

See draft "Study Plan" (Appendix F)

VII. Next Steps

1. Incorporate further suggestions from Education Committee into E-BEST design.
2. Request approval to proceed with further development of the model via launch of the Multidisciplinary Research Committee (MRC).
3. Launch E-BEST this spring by assembling the MRC, providing initial inservice to this team on evidence-based practice, and beginning the task of reviewing external research/evaluation proposals (selected as a start point because the task is fairly concrete and less resource-dependent than other activities).

6-4

EVIDENCE-BASED EDUCATION & SERVICE TEAM

(E-BEST)

A PROPOSAL FOR A SYSTEM-BASED RESEARCH SERVICE

Prepared by : Dr. Kathy Short, Psychologist

Submitted to: Marguerite Botting, Superintendent of Schools

Date: January 2001

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EVIDENCE - BASED EDUCATION & SERVICES TEAM (E-BEST)

RATIONALE

Within the health care sector, there is a strong movement towards judicious consideration and use of the best contemporary research evidence to guide medical decisions. **Evidence-based practice,** as it is called, aims to provide more effective and efficient health care by assisting professionals, consumers and policy-makers to make well-informed decisions. Structures have recently been put in place to evaluate and disseminate current research, via a growing number of national centers, so that information is filtered for front-line professionals. We are fortunate to have the only center outside the USA in our community (McMaster Evidence-Based Practice Centre at the Health Information Research Unit).

There is no such model currently existing in education. Yet, there is surely a need within our fast-paced field for a mechanism through which current research findings are filtered and brought to bear on daily practice in our schools. While teachers and administrators may find pockets of time to consult library holdings or perform an internet search on a critical topic, it is unrealistic to expect that they would be able to do this regularly. Moreover, most front-line professionals do not have explicit training in research design and statistics, which is essential in truly discriminating good from poor research.

In addition to being **consumers of research** in education, we are increasingly being asked to demonstrate **accountability through internal evaluations** of our programs. While front-line professionals are often in the best position to develop and implement programs, they do not always have the specialized expertise in designing and completing high-quality evaluations. The system would benefit from having an accessible team who can offer research services (e.g., provide balanced reviews of existing programs and academic literature, offer consultation re: research methodology and data collection, promote high ethical and research standards, conduct statistical analysis, assist with applications for external funding, etc.). This team would also have a lead role in the **dissemination of key findings** to the rest of the system and to the larger educational community. If conducted to the highest methodological standards, our internal research could be added to the evidence-base in education and used to the benefit of many children across Canada.

Schools are also frequently asked to host and/or collaborate on externally-designed research. Aside from required Board approval, there is currently no formal process through which requests for access to schools by researchers are screened. It is proposed that there should be a screening process through which research requests are ranked with respect to ethical guidelines, Board vision, and methodological quality.

It is proposed that a team be created to: filter educational and mental health research for front-line professionals and policy makers, assist in conducting school/system evaluations, review external research requests, and disseminate original findings. In this information age, an evidence-based approach is essential for achieving true innovation in education.

THE PROPOSED E – BEST ORGANIZATIONAL MODEL

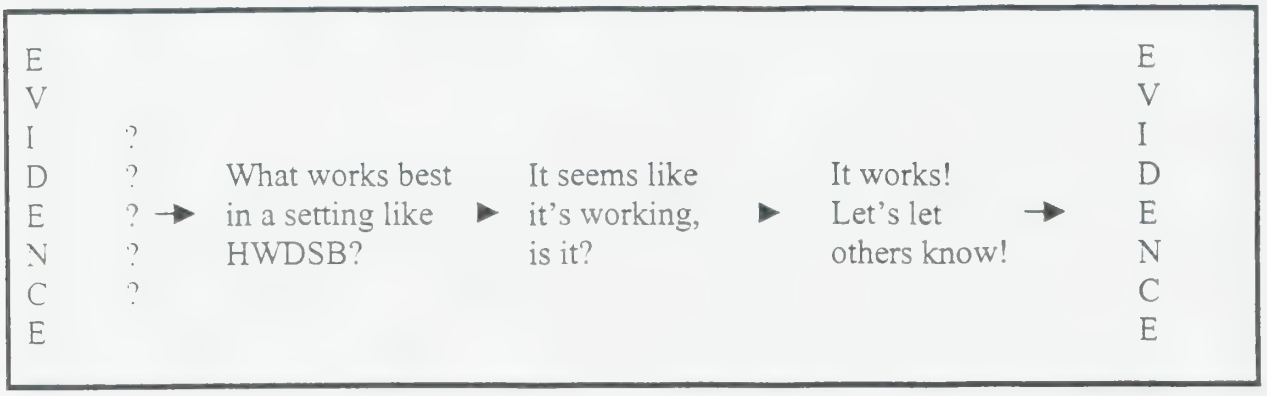
6-7

OBJECTIVES

1. To create a climate through which HWDSB educators and decision-makers become **confident consumers** of research.

2. To improve the **accountability** of proposed or existing programs and practices through evaluation.

3. To **disseminate original research** findings to the Board, community, and/or wider educational system, as appropriate. This may include contribution to the scientific literature.



PROPOSED SERVICE DELIVERY STRATEGIES

Objective 1 - **To create a climate through which HWDSB educators and decision-makers become confident consumers of research.**

Strategy #1: Provide brief, balanced literature reviews on critical issues to trustees, senior management, or schools. Help to create evidence-based action plans.

Strategy #2: Offer workshops and individual follow-up to teachers interested in evidence-based interventions for specific classroom problems and/or curriculum objectives (focus on translating researched program into our local reality)

Strategy #3: Share with administrators reputable websites and resources of relevance to schools.

Strategy #4: Help educators to discriminate between valuable and poor research. Share tools for judging the reliability of published information.

Strategy #5: Assist senior management and schools in interpreting board-wide standardized test results.

Objective 2 - To improve the accountability of proposed or existing programs and practices through evaluation.

Strategy #1: Help to foster a climate through which evaluation becomes a natural part of service delivery, by offering resources that make this manageable for front-line professionals (assist with reviews of existing programs, offer consultation regarding design and methodology, help with grant applications, provide statistical analysis, assist in generating internal reports and publications).

Strategy #2: Develop and use fair and objective criteria for screening externally-developed research ideas. Create true partnerships with external researchers so that the system has a voice in how the research is conducted and can benefit fully from the results.

Strategy #3: Assist the system in using Ministry data (e.g., EQAO results) in a systematic manner so as to increase student learning.

Strategy #4: Set fair and objective criteria for examining current practices and programs.

Strategy #5: Help schools and policy-makers to use gathered data to improve upon practices and programs.

Objective 3 - To disseminate original research findings to the Board, community, and/or wider educational system, as appropriate. This may include contribution to the scientific literature.

Strategy #1: Make findings from literature searches available to all potential HWDSB consumers in a user-friendly format.

Strategy #2: Share with the system results of newly evaluated projects supported through this process via fact sheets, postings on the Board web page, etc. so that all schools can benefit from what was learned.

Strategy #3: Assist project leaders in writing up the results for conferences and/or academic journals as this will assist with future applications for external funding.

Strategy #4: Work with external researchers to provide results of HWDSB-supported research to interested school board professionals (via inservice, written summary, Board presentation, etc.).

Strategy #5: Offer information to the media, neighbouring Boards, and/or the wider educational community when results are particularly poignant or timely.

ANTICIPATED IMPACT OF E – BEST

System-Level

- Heightened awareness of evidence-based approach to education
- Use of a truly best practices protocol
- Increased accountability for our decisions and programs
- Potential for more external funds for pilot projects
- Heightened Board profile

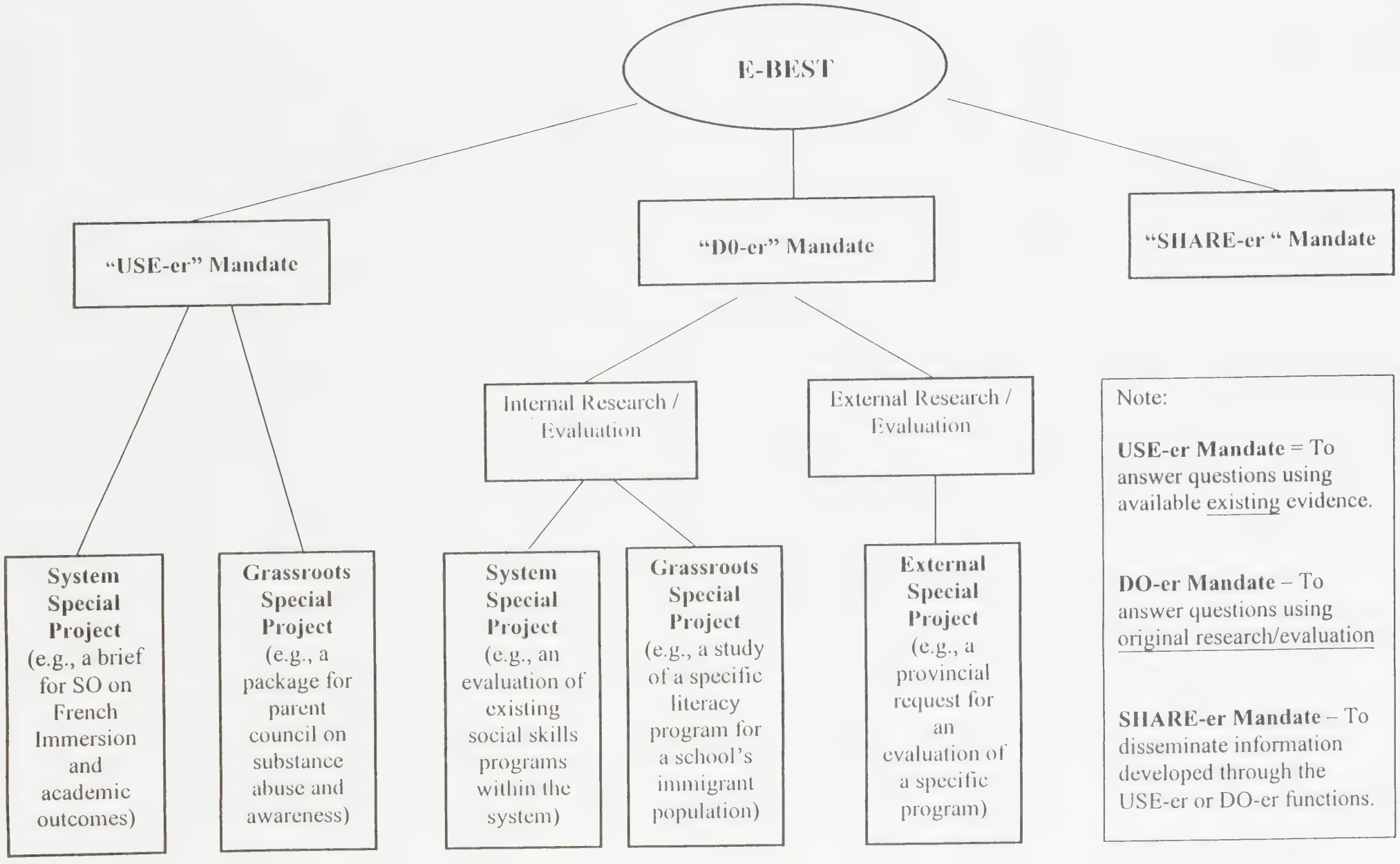
School Level

- Increased use of proven techniques and programs leads to better outcomes for students
- Easy access for teachers to the most up-to-date, reputable information on key topics
- Translation of research into practice in a meaningful way
- Support to evaluate programs and ideas to increase accountability of schools
- Formulation of standardized test results into meaningful information for school decision-making

Student Level

- Implementation of proven practices in education and related services should help individual students in the classroom
- Students given a good model for evidence-based decision-making
- Students and parents can have access to user-friendly fact sheets, as appropriate
- Students and parents across the system can see evidence that their school is current and accountable

PROPOSED E-BEST STRUCTURE



Suggested Roles of Component Groups

Planning Council

- Works with Board to establish vision for research within HWDSB.
- Sets research priorities annually.
- Supports Multidisciplinary Research Committee efforts to obtain external funding.
- Communicates priorities, and shifts in priorities, to Multidisciplinary Research Committee.

Multidisciplinary Research Committee (MRC)

- Uses direction as to vision and priorities from Planning Council to frame research activities within HWDSB (i.e., the vision set will determine whether or not certain requests for evidence/information or research projects are supported by E-BEST).
- Sets process for review of internal and external research requests.
- Establishes HWDSB ethical standards for research.
- Receives and reviews requests from within the Board to prepare critical appraisals of evidence/information on various topics. *Requests will be approved if: they fit within the Board vision, ample numbers of staff or students could benefit, and there are sufficient human resources within the Evidence Work Group to carry out the task effectively.*
- Receives and reviews requests from within the Board for approval to conduct a specific research/evaluation project. *Requests will be approved if: they fit within the Board vision, ample numbers of staff or students could benefit, the teacher-researchers are able to carry out the planned project, and the project meets HWDSB ethical standards.*
- Receives and reviews requests from within the Board for assistance to conduct a specific research/evaluation project. *Requests will be approved if: they fit within the Board vision, ample numbers of staff or students could benefit, there are sufficient human resources within the Evidence Work Group to carry out the task effectively, and the project meets HWDSB ethical standards.*

- Receives and reviews requests from outside of the Board to conduct a specific research/evaluation project. *Requests will be approved if: they fit within the Board vision, ample numbers of staff or students could benefit, the researchers are willing to consider input from HWDSB staffmembers, the researchers are willing to share results of the study with HWDSB staff, the project has received approval from the outside organization's ethical review body, and the project meets HWDSB ethical standards.*

- Tracks approved internal and external research projects by school.

- Apportions USE-er (e.g., critical appraisal of evidence/information) and DO-er (e.g., research consultation) tasks to the Evidence Work Group.

- Filters critical appraisal products created by the Evidence Work Group and coordinates dissemination to the system.

- Supports the Evidence Work Group by: judicious allocation of this group's time, assisting with problem-solving as necessary, making application for external funding to ensure sufficient funding to meet system demands, etc.

- Provide bi-yearly summary for Planning Council regarding approved internal and external projects, Evidence Work Group critical appraisals and Evidence Work Group consultations.

- Develops and carries out an internal evaluation of E-BEST outcomes. This evaluation should be shared with Planning Council and trustees.

Evidence Work Group (EWG)

- Receives approved requests for critical appraisals of evidence/information from MRC and offers a timeline for completion. Conducts necessary literature searches and prepares a brief on the requested topic (style will vary with the purpose and audience). Presents brief to MRC before the product is sent to the requesting individual or group and/or posted on Information Place.

- Receives approved requests for consultation on specific internal research/evaluation projects. Arranges meeting with school project leaders, assesses needs, and allocates time accordingly. May provide input regarding research design and statistics and/or may help with data collection and analysis. At conclusion of consultation, prepares a short summary of EWG contribution for MRC.

- Receives approved requests for liaison on specific external research/evaluation projects. Arranges contact with community project leaders and facilitates project completion.

6-13

The Hamilton-Wentworth District School Board

Instructional Services Department Memorandum

To: Elementary and Secondary Principals,
Instructional Services Supervisors,
Executive Council

From: Marguerite Botting, Superintendent of Instructional Services
Dr. Christine Gudas-Murphy, Supervisor of Psychological Services
Dr. Kathy Short, Psychologist

Date: January 19, 2001

RE: Development of a New Research Service (E-BEST) – Call for involvement

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Last spring, Executive Council approved further development of a model for a system-wide research service. It was proposed that this service, the Evidence-Based Education and Services Team (E-BEST), would fall within the umbrella of Psychological Services and would have two major elements:

1. A **Multidisciplinary Research Committee** to coordinate and facilitate research services within the Board, and

2. An **Evidence Work Group** to offer direct assistance to schools and administrators in carrying out evaluations, and to disseminate relevant information from the academic literature to educators and decision-makers.

Much preliminary work needs to be done and we would like to assemble the **Multidisciplinary Research Committee** within the next month or so. Co-chairs for the committee are Dr. Kathy Short and Marguerite Botting. We are looking for one representative from each of these groups:

- Trustees
- Elementary Principals
- Secondary Principals
- Elementary Teachers
- Secondary Teachers
- Instructional Services Curriculum Staff
- Instructional Services Support Staff (Communication Services, Social Work Services, Psychological Services)
- Community Researchers

The mandate for this Committee is:

- To respond to system research needs and priorities, as determined by Planning Council and the Board,
- To establish a process for research activities within the Board,
- To refine the E-BEST mandate and structure,
- To review proposals for new research projects.

Committee members will need to be available for a monthly meeting (2 hours) and may have to devote some additional time to reviewing research proposals. Individuals who would like to participate in this Committee should indicate their interest through their Principals' Association president (if applicable) or to the Superintendent of Instructional Services directly. A background in research methods and an understanding of related ethical issues would be desirable but is not essential as detailed in-service will be provided. The system will be kept informed as to the progress of this Committee and the development of the E-BEST initiative.

Marguerite Botting | Dr. Christine Gudas-Murphy | Dr. Kathy Short

6-19

DRAFT

Protocol for the E-BEST Review of External Research/Evaluation Proposals

- **Community researcher** contacts E-BEST Coordinator and provides overview of research/evaluation project.

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- **E-BEST Coordinator** describes HWDSB external research review process, system parameters and timelines and sends application materials to the Community Researcher.

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- **Community researcher** submits application through the office of the Superintendent of Instructional Services.

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- **Superintendent's office** sends a form letter to the researcher indicating receipt of the application, any components missing, and proposed date of review.
- **Superintendent's office** forwards the completed package to the E-BEST Coordinator.

↓

- **E-BEST Coordinator** finds two or three reviewers to read the application (one MRC member, and/or one Instructional Services member (topic-dependent), and/or one school-based member).
- **E-BEST Coordinator** attaches a copy of the HWDSB ethical standards (to be developed) to the application for the reviewers.

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- **Reviewers** ensure the completeness of the application and appraise the project on ethical and practical grounds.
- **Reviewers** complete the appraisal form and return in to the Coordinator by the deadline.

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- **E-BEST Coordinator** distributes the completed appraisal forms and the summary section of the research application to MRC committee members in advance of the next meeting.
- **E-BEST Coordinator** presents the application at the next meeting.

↓

- **MRC** votes as to whether or not to approve the project and discusses any pertinent issues.

If the external research is approved:

- **MRC** drafts a letter to the community researcher indicating tentative approval and any conditions attached.
- **MRC** does not send the letter to the community researcher until Supervisory Officer (SO) and Principal from the proposed school site have indicated agreement with the research plan (NB. There may be more than one SO and school involved).

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- **MRC** selects a number of possible school sites for the project if the community researcher has not already indicated their choice.
- **MRC** alerts the SO and Principal for each proposed site and provides the appraisal forms, research application summary section, and draft decision letter.

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- If the SO and Principal are in agreement with the request, the **SO** co-signs the letter and the letter is sent out to the community researcher.
- If the SO or Principal is not in agreement, the **MRC** may revisit any outstanding issues raised and/or approach another SO or Principal, depending upon the situation.

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- **Evidence Work Group member** is assigned as the HWDSB liaison to the approved external research project.
- **Evidence Work Group member** assists the researcher as required and ensures adequate sharing of results with the HWDSB community at the completion of the study.

If the external research is not approved:

- **MRC** forwards a letter indicating the concerns and whether or not the project should be revised and re-submitted.

6-16

DRAFT

Study Plan

Winter - Spring 2001

January

- Present E-BEST vision and structure to Board
- Integrate suggestions from trustees

February

- Distribute Memorandum inviting system participation
- Finalize membership of Multidisciplinary Research Committee (MRC)
- Convene first meeting of MRC (focus on orientation, scope, short- and long-term plans)

March

- Inservice to MRC on ethical principles of research (Psychological Services, external consultant)
- Convene second meeting of MRC (begin draft of HWDSB ethical guidelines for research)

April

- Convene third meeting of MRC (establish protocol for review of external research proposals, draft a letter to community research organizations re: E-BEST launch, complete HWDSB ethical guidelines, etc.)
- Communicate process to Program and Assessment Council

May

- Inservice to MRC on evidence-based practice (Dr. K. Bennett, McMaster University)
- Convene fourth meeting of MRC (external review process begins)

June

- Convene fifth meeting of MRC (external review process continues, discussion of the larger E-BEST mandate and goals for 2001)
- Connect with Program and Assessment Council regarding research vision and priorities for 2001-2002.

Fall 2001

September

- Convene sixth meeting of MRC (external review process continues, discussion of protocols and procedures for other strands of E-BEST, review of Program and Assessment Council vision and priorities)

October

- Convene seventh meeting of MRC (external review process continues, generate pool of measures for evaluating E-BEST quantitatively and qualitatively, plan for HWDSB and community launch of E-BEST)

November

- Convene eighth meeting of MRC (external review process continues, establish protocols for: review of internal research, review of consultation requests, and review of evidence requests, set stage for HWDSB and community launch)
- Hold Evidence-Based Education symposium for HWDSB and community to launch E-BEST

December

- Convene ninth meeting of MRC (external review process continues, begin to process requests for reviews of internal research, research consultation, evidence appraisals (dependent upon funding for Evidence Work Group as they carry out these requests))
- Begin to load evidence-based data onto The Information Place

Note: The pace of this part of the E-BEST launch will be dependent upon our success in achieving funding for the Evidence Work Group. Things can move much more quickly if we secure grants from the Hamilton Community Foundation or the Ministry of Education.

#9

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

TO: Merv Matier, Director of Education

FROM: Krys Croxall, Superintendent of Education

DATE: December 21, 2000

RE: Blood Borne Pathogens Policy

Recommended Action

Moved by _____ that the Blood Borne Pathogens Policy be forwarded to the Joint Advisory Committee for review.

Rationale

Among the policies that were identified for consolidation as a result of amalgamation were the former Boards' policies on Human Immunodeficiency Virus Infection/Acquired Immune Deficiency Syndrome. A Committee of stakeholders was struck to review the policies in place in each board and to recommend a new blended policy for the Hamilton-Wentworth District Board. Members of this Committee were as follows:

Elementary Administrator	Kathy Watters
Secondary Administrator	Anne-Marie Metford
School Council	Jean Gallen
Home and School	Laura Newkirk
Human Resources	Sue Mawson
Health and Safety	Judi Goldsworthy
ETFO	Judy Popov
OSSTF	Jeff Moore
Public Health	Claudia Chiarot
AIDs Network	Shane Snieder
Instructional Services	Debbie Sprentz

The Committee questioned the need to continue with an HIV/AIDs policy; however, after much discussion the Committee recommended a broadening of the policy to include all blood borne pathogens (such as hepatitis) and to concentrate on the need for universal precautions for all rather than an identified group. In this way the policy respects the right to privacy and confidentiality of all individuals while reducing risk.

In implementing the policy, our own staff (e.g. Judi Goldsworthy, Occupational Health and Safety) in conjunction with Public Health will be available for in-servicing personnel. The Operating Procedures attached to the policy have been approved by the Joint Occupational Health and Safety Committee as part of their mandate. The cost of implementing the policy (provision of gloves and "sharps" containers) would be a central cost initially but any further requirements for maintaining adequate supplies at the school level would rest with the school.

8-1

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Policy No. 000

BLOOD BORNE PATHOGENS POLICY

Date Approved: 00/00

DRAFT

Projected Review Date: 00/00

POLICY STATEMENT

The Hamilton-Wentworth District School Board recognizes its responsibility to minimize potential exposure of individuals to blood borne pathogens, while also respecting each individual's right to privacy regarding his/her medical condition.

RESPONSIBILITY

Superintendents of Education
Superintendent of Plant

OPERATING PROCEDURES

1.0 Recognizing that our working relationship with students, staff and the public could lead to exposure to various disease causing organisms, including bacteria, viruses, parasites and fungi, health and safety procedures for Universal precautions (SP-9) and the clean-up of bodily fluids (SP-10) will be implemented.

2.0 An individual's best protection against blood borne pathogens is to assume that the entire population is infected and follow proper procedures. By treating all individuals equally, the privacy of those individuals infected will be maintained.

3.0 Training and education programs will be developed and directed through the Health and Safety Department. Principals are responsible for review of appropriate procedures with staff on a regular basis, or as needed.

REFERENCE

1. Human Rights Code
2. Education Act
3. Freedom of Information and protection of Privacy Act

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

HEALTH & SAFETY PROCEDURE

Universal Precautions, SP-9
November 2000
To: All Staff Members

Purpose: To provide a standardized procedure for the reasonable protection from blood borne pathogens.

UNIVERSAL PRECAUTIONS (as issued by the Regional Municipality of Hamilton-Wentworth, Department of Health Services, Public Health Services) refers to those precautions used with blood and certain bodily fluids of all people. Every person is considered as being possibly infected with HIV/AIDS, Hepatitis B, C, D, or other blood borne infections. Universal Precautions do not replace infection control measures for other infectious diseases.

Definitions:

Bodily Fluids – a term applied to blood, urine, vomit, sputum and drainage from any bodily orifice or wound. Feces, whil not bodily fluids in themselves, are moistened by bodily fluids and are considered under this definition.

Personal Protective Equipment – refers to gloves, gowns, face masks, absorbent materials and by extension, to appropriate clean-up equipment such as brooms, dustpans, mops, vacuums and disposable plastic bags.

Clean-up Procedures – those actions by which staff, usually caretaking, remove materials from soiled areas.

General Procedures:

First Aid procedures refer to any procedures involving the treatment of an injured person in an emergency, before full medical care can be obtained.

During first aid, care must be taken to minimize contact with bodily fluids. The most effective method is to use disposable latex/vinyl gloves. Careful washing of hands after applying first aid is very important, and in the absence of gloves is an effective and reliable alternative. Soiled clothes must be changed and washed as soon as possible to avoid prolonged skin contact. Mouth to mouth resuscitiation will be left to the discretion of the person administering first aid.

Types of Infectious Diseases:

1. Blood borne infections require use of UNIVERSAL PRECAUTIONS ie., HIV/AIDS, Hepatitis B, C & D.

   Bodily fluids that carry blood borne infections/diseases include: **BLOOD, SEMEN, VAGINAL FLUIDS and BREAST MILK.**

   Bodily fluids that do not carry the HIV/AIDS or Hepatitis B virus **unless tainted with blood** include: **FECES, NASAL SECRETION, SPUTUM, TEARS, URINE and VOMIT.**

   Note: Saliva is believed to pose low risk for HIV/AIDS and negligible risk for Hepatitis C & D.

2. Gastrointestinal infections require the use of gloves, as well as careful handwashing when handling feces or diapers.

3. Respiratory infections require careful handwashing to prevent their spread, especially when in contact with the mouth or nose of an infected individual.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

HEALTH & SAFETY PROCEDURE

Universal Precautions, SP-9
November 2000
To: All Staff Members

Exercise of Universal Precautions:

Due to confidentiality requirements, board staff may not be aware of individuals who could be infected with various diseases, such as AIDS/HIV or Hepatitis B, C, D. However, the dignity of the individual must continue to be recognized in the application of any procedure, as well as the safety and comfort of the employee.

Latex/vinyl gloves are worn to:

1. provide protection to the hands from excessive contamination with blood and bodily fluids;
2. provide protection to fresh cuts or non-intact skin on the hands during contact with blood and bodily fluids.

Routine hand washing is required after contact with an individual's blood, bodily fluids or articles contaminated by them. Hand washing must be followed after gloves are removed.

Proper hand washing involves:

1. wetting hands and applying soap;
2. washing the front and back of hands, paying particular attention to nails and between fingers;
3. wash for a minimum of 15 seconds;
4. rinse well and dry hands with paper towels;
5. turn taps off with a paper towel.

Responsibilities:

It's the responsibility of the **principal** of each school to:

1. be aware of Universal Precautions and the use of Personal Protective Equipment;
2. ensure that sufficient quantities of Personal Protective Equipment are available;
3. keep all staff current on safety practices as related to Universal Precautions.

It is the responsibility of **all staff** to:

1. be aware of Universal Precautions and the use of Personal Protective Equipment;
2. know where the Personal Protective Equipment is located;
3. utilize proper hand washing methods after applying first aid;
4. change and wash soiled clothing as soon as possible to avoid prolonged skin contact.

It's the responsibility of the **caretaking staff** to:

1. be aware of Universal Precautions and the use of Personal Protective Equipment;
2. know where the Personal Protective Equipment is located;
3. keep sufficient quantities of disposable plastic bags on hand;
4. provide where necessary, clean-up personnel and appropriate equipment (buckets, bleach, paper towels, saw dust, dust pan, broom, vacuum cleaner and disinfectant rug shampoo);
5. utilize proper hand washing methods after cleaning up.
   Note: HIV/AIDS is easily destroyed by household bleach, heat (56^0 C/135^0 F) for 10 minutes, detergent, hydrogen peroxide and alcohol (70%).

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

HEALTH & SAFETY PROCEDURE

Handling and Clean-up of Bodily Fluids, SP - 10
November 2000
To: All Staff Member

Purpose: To provide a standardize procedure to reduce/eliminate exposure to blood borne pathogens.

Method:

1. Each classroom is to be provided with latex/vinyl gloves from the school's first aid supplies and replenished as necessary. To ensure the integrity of the gloves, keep them stored in a plastic container or bag clearly marked "GLOVES".

2. The gloves should be worn every time an employee attends to the first aid needs of another individual when bodily fluids are involved. Even the simplest measures, such as applying a compress to a wound while transporting an individual to the first aid area, requires gloves to be worn.

   Staff on duty outside the regular classroom should carry a pair of gloves with them in case of an emergency.

3. Refuse from the cleaning up of bodily fluids or from attending to the injured/ill individual, including used gloves, is to be placed in a separate plastic bag and **disposed in a common garbage can (in the first aid area) NOT the classroom garbage can.**

   Individuals handling bodily fluids must wash their hands with hot soapy water once they have removed their gloves.

4. When cleaning up bodily fluids:
   i) gloves must be worn;
   ii) excess bodily fluids should be wiped up with paper towel and disposed in first aid garbage can;
   iii) area must be washed with appropriate germicide (1 part bleach to 9 parts water).

5. All garbage bins in the first aid area are to be labelled "FIRST AID" and lined with a plastic bag. If used, the bag must be changed on a daily basis. Do not handle the contents of the plastic bag. Tie the bag and dispose.

6. Rubber industrial/household gloves must be worn by caretaking staff when emptying and/or cleaning out the first aid garbage can.

NOTE: Also refer to Health & Safety Procedure: Universal Precautions – SP 9

A RESOURCE GUIDE TO

BLOOD BORNE PATHOGENS AND UNIVERSAL PRECAUTIONS

Documents Enclosed:

- **"After the Exposure" - Measures to Take if You Suspect Exposure to Blood Borne Pathogens**
- **Blood Borne Pathogens In A Nut Shell**
- **Bodily Fluids Capable of Transmission**
- **Universal Precautions - Latex vs. Vinyl Gloves**

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

"AFTER THE EXPOSURE"
MEASURES TO TAKE IF YOU SUSPECT EXPOSURE TO BLOOD BORNE PATHOGENS

IMMEDIATELY AFTER EXPOSURE TO BLOOD OR BODILY FLUIDS:

1. Allow wound to bleed freely.
   Cleanse wound, irrigate area of exposure.
   Remove soiled clothing.

2. Notify Principal/Supervisor of injury/exposure.

3. Go for medical assistance ... treatment for this type of exposure MUST BE INITIATED WITHIN 2 HOURS.
   - The hospital's Emergency Department will determine the appropriate stat blood tests and treatment.
   - Depending on several factors (ie., type of exposure, known risks of the source individual, and vaccination history of the employee) the treatment will vary, (ie., immunization and/or possible initiation of HIV medication).

4. Counseling for exposure and treatment procedures is available from the Regional Public Health Department.

   Health Connections Information Line: 546-3550

5. Ensure that a Supervisor's Incident Investigation Report (SIIR) is completed and forwarded to WSIB Department.

BLOOD BORNE PATHOGENS IN A NUT SHELL

Infection/ Organism	Mode of Transmission	Incubation Period	Serological Tests	Guidelines	Prophylaxis Treatment	Complications
Hep B	Parenteral Sexual Perinatal	45-160 days	available	-universal precautions -good hand-washing -mask or protective eye wear	-clean wound with soap and running water -HBIG and vaccine booster if completed vaccine series	-fulminant hepatitis -chronic liver disease -cirrhosis -primary hepatocellular carcinoma
Hep C	Blood	14-180 days	available	-universal precautions -good hand-washing -mask or protective eye wear	-cleanse wound with soap and running water -baseline blood-work	-chronic liver disease -cirrhosis -primary hepatocellular carcinoma
Hep D	Parenteral Sexual Perinatal	15-64 days	available	-universal precautions -good hand-washing	-clean wound with soap and running water	-chronic liver disease -cirrhosis
AIDS/HIV	Parenteral Sexual Perinatal		available	-universal precautions -mask or eye protection	-cleanse wound with soap and running water -treatment should begin 2 hours after exposure -treatment may prevent development of HIV in up to 80% of exposed people -any of the following or combination of AZT (ZIDONUDINE) INDINAVIR LAMIVUDINE	-development of HIV infection

BODILY FLUIDS CAPABLE OF TRANSMISSION

Source: Public Health (March 2000)

Bodily Fluid	HIV	Hep B	Hep C
Blood, serum, plasma	yes	yes	yes
Semen	yes	yes	?
Vaginal Secretions	yes	yes	?
Saliva	no	yes	?
Biologic fluids visibly contaminated with blood	yes	yes	yes
Lab specimens containing viral specimens	yes	yes	yes
Organ and tissue transplants	yes	yes	yes
Breast Milk	yes	?	?
Donated blood and blood products	rare	rare	rare
Pieural, amniotic, pericardial, peritoneal, synovial and cerebrospinal fluids	yes	yes	?

UNIVERSAL PRECAUTIONS
LATEX VS. VINYL GLOVES

With the increased use of Universal Precautions, latex rubber gloves have been recognized as a cause of irritant and delayed allergic skin reactions. More severe health effects have also been noted over the last ten (10) years, such as hives, runny nose, red, irritated eyes and anaphylactic reaction.

The Canadian Society of Allergy and Clinical Immunology has indicated in recent years, that latex allergies within the school setting are rare.

Who is at High Risk for Latex Allergy?:

- Children with spina bifida need many surgical procedures and catheterizations. The risk for latex allergy is so high that it is recommended that they should avoid latex products entirely to avoid becoming allergic.
- Anyone who wears latex gloves regularly ie., nurses, dental hygienists.
- Individuals who have undergone repeated surgery for any reason.
- Individuals with other allergies, especially to bananas, avocados, chestnuts, papaya and other tropical fruits.
- Individuals with eczema on their hands are at greater risk of becoming sensitized through repeated wearing of gloves.
- Rubber industry workers.

Selecting Gloves:

The use of latex gloves has prevented far more illness than it has caused. When selecting gloves, the decision should be based on barrier quality, allergenicity and cost.

Latex gloves are generally stronger and less expensive than vinyl, but may pose a serious health concern to the First Aider or individual receiving first aid, if either person has a latex allergy.

Reactions related to latex glove use can be divided into three (3) categories:

- **Irritant Contact Dermatitis-** is a non-allergic skin rash characterized by dry, flaky skin with papules, cracks or sores. Individuals may find relief using a cotton or non-latex liner before wearing latex gloves.
- **Allergic Contact Dermatitis (Delayed Type Hypersensitivity)-** is a skin condition caused by cellular immune response within the body by repeated contact with the allergen. A rash within 48 to 96 hours, followed by dry, red, crusted and thickened skin with hard bumps, sore and blisters. Sensitized individuals may have a recurring rash, or worsening of the rash . Individuals with **allergic contact dermatitis** should not have direct contact with latex and should wear vinyl or other non-latex gloves.
- **Immediate Allergic Reactions-** or hypersensitivity reactions are mediated by a

class of antibodies which quickly recognize the specific allergen from a previous exposure. Depending on the route of exposure, the amount of latex allergen, and the degree if individual sensitivity, two (2) immediate reactions can occur:

- **Systemic reactions-** are characterized by localized itching or discomfort and hives within five (5) to sixty (60) minutes after putting latex gloves on. Airborne latex allergens may also cause itchiness and inflammation of the eyes, eyelid swelling, runny nose, shortness of breath or asthma, dizziness and rapid heart beat.
- **Anaphylactic reactions-** includes the symptoms of **systemic reactions** and low blood pressure. Anaphylactic reactions are life threatening.

Individuals (staff or students) with **allergic contact dermatitis** should not wear or have first aid administered with latex gloves. This may mean that only certain areas of a school will require vinyl gloves to be stocked.

If individuals (staff or students) with **immediate reaction** to latex attend or work within a school, the entire school should be stocked with vinyl gloves ONLY.

Care of Gloves: Surgical gloves are subject to deterioration from both chemical and physical agents during shipment and storage. In general, gloves should not be stored in extreme temperatures or near chemicals. Good manufacturers will provide an expiry date on the individual package of gloves. Expired gloves should not be used.

The Hamilton-Wentworth District School Board

Impact Summary

Recommended Action:
That the Hamilton-Wentworth District School Board recognizes its responsibility to minimize potential exposure of individuals to blood borne pathogens, while respecting each individual's right to privacy regarding his/her medical conditions.

The impact of approving the foregoing recommended action is as follows:

1. **Benefits/Expected Outcomes ➡**
   - Safety of individuals within the Board (staff, students, etc.) is protected
   - The privacy of all individuals with respect to their medical health is respected

   ☒ Yes ☐ No Recommended action is consistent with board beliefs and criteria for decision making.

2. **Target Audience ➡**
   Audience recommended action is expected to impact: all staff and students
   Annual number expected to benefit in any 12 month period: approximately 58,000 students and 4,000 plus staff

3. **Costing detail ➡**
   Effective date of recommended action: 2000-2001 school year

	Start-Up Cost	Operating Cost (*This year residual)	Operating Cost (Next Full Year)
Permanent Staff: FTE = _____ Salary + Benefits	$	$	$
Temporary Assistance:			
Supplies (description): Gloves Sharps Containers ($5.50 each)	$ 3000.00 $ 3000.00 $	$ included in start-up $ included in start-up $ $	$ school budget $ school budget $ $
Equipment (description):	$ $ $	$ $ $	$ $ $
Accommodation/ Transportation (description): Other: in-service	$ $ nil $	$ $ nil $	$ $ nil $
Total	$ 6000.00	$ _____	$ _____

*This Year Residual = From effective date of recommended action to the end of the current budget year.

4. **Funding ➞**
Source Recommended: School Budget Central Funding (contingency) for start-up costs; additional costs from school budgets (First Aid supplies)

Activities/programs negatively impacted by shift of funding: school budgets

Compliance with legislated enveloping requirements:

Yes	No	
☒	☐	Classroom Non/Classroom
☐	☐	Special Education
☐	☐	Board Administration and Governance
☐	☐	School Renewal/Debenture/New Pupil Place

Date: November 2000

Note:
Impact Summary not required if recommeded action is to receive report for information.

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ADDITIONAL INFORMATION FOR THIS EVENING'S

MEETING OF THE EDUCATION COMMITTEE

URBAN MUNICIPAL

JAN 19 2001

GOVERNMENT DOCUMENTS

Open Agenda

ACTION ITEMS:

10. The Outbound Experience – *pages 10 – 10-2*

Please add this information to your agenda package.

EDUCATION COMMITTEE
2001 01 11

#10

The Outbound Experience

AN INTEGRATED ENVIRONMENTAL STUDIES PROGRAM

Combine your courses of studies with Hamilton-Wentworth's Integrated Environmental Studies Program. Challenge and develop your communication and leadership skills, improve your personal level of fitness, and engage in practical scientific inquiry all within one dynamic course. This four-credit program will combine academic studies with an extensive out-of-classroom component.

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Revised: January 09, 2001 .

10-1

The Program

This program will be offered during the second semester only. In addition to completing an option sheet, you must complete an application form and be available for an interview with the staff instructors. The application package is available from Student Services in your school. Fees for the course will be $500.00. Fees will be used to pay for the following activities throughout the semester:

- Certification in Emergency First Aid and CPR
- Certification in Canoeing: Basic Level ABCD
- Five Day Trip to Smoothwater Outfitters in Temagami during the month of February
- Participation in the Niagara Hawk Watch at Beamer Conservation Area and Trip To Mountsberg Conservation Area
- Material for constructing your own canoe paddle
- Canoe trip to one of Ontario's Provincial Parks
- Back-packing trip to Bruce National Park
- Water Quality Analysis field trip within our local watershed

Fundraising will also be a component of the course. Please contact your School Services Department if funding is a concern. This course is scheduled to be offered out of Waterdown District High School for the February 2001 semester.

Requirements

Applicants must be a student of the year four advanced level. Applicants must complete the application procedure.(see the page) You should have a desire to work and learn in a natural outdoor setting, have the need to be challenged in new ways, have a desire for adventure and new experiences, and have a positive attitude and the willingness to take risks.

As a successful applicant, you will receive the following Ministry of Education approved credits.

ENP 4A1- English School Related Package
You will continue to refine your communication skills through the medium of essays, technical reports, business letters and oral presentations. You will study drama, classic novels, poetry and short prose and will focus on contemporary authors who will express their environmental concerns through their writings. Completing a journal for the learnings that take place will be a key component of the program.

GNS 4A1- Environmental Studies
This course examines human activity as a major environmental process. You will have the opportunity to directly experience the significant impact humans have on our local and regional environments. Working with members of our community and various agencies, you will undertake projects that allow for leadership development and active participation in local environmental projects. Exposure to opportunities at the post-secondary level and careers will be presented

10-2

throughout the semester.

SEN 4A1-Environmental Science
This course focuses on understanding the earth's natural processes and resources. Topics include ecology, environmental resource management of our water, air, forests and wildlife. Much of this course involves outdoor field work in and around our local area and laboratory analysis of various samples collected. The interaction and reaction of living organisms in response to human activities will be examined.

PED 4A1-Physical Education (Co-Ed)
This course emphasizes outdoor recreational activities and leadership. Topics include hiking, canoeing, orienteering, cross-country skiing, snow-shoeing, swimming, Emergency First-Aid, CPR and back packing. Personal fitness and nutrition will also be incorporated throughout the course. Certification in First Aid and CPR and ORCA Flatwater Canoeing Levels ABCD will be given upon successful completion of this program.

Teaching Earth Education

In addition to the above courses of study you will transfer knowledge and skills acquired into the delivery of an environmental education program to elementary students in the region. You will be part of a team that runs a series of camps at Canterbury Hills in Ancaster. As a camp instructor, you will run activities and teach ecological concepts, participate in games, sports and campfires. You will share and experience the rewards of helping to promote environmental awareness and positive attitudes towards our environment. Your actions will truly make a difference!!

#11

The Hamilton-Wentworth District School Board

M e m o

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources

Date: January 1, 2001

Re: **Staffing Report – Full-Time Equivalent Positions**

Recommended Action:

Moved by:_____

That the December, 2000 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of December, 2000.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

	2000 ACTUALS												2000/2001 Approved
	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	F.T.E.
Teachers - Elementary	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,011.30	2,073.70	2,073.70	2,073.70	2,075.00
Teachers - Secondary	1,206.75	1,216.26	1,216.26	1,216.26	1,217.26	1,217.26	1,217.26	1,217.26	1,243.34	1,243.34	1,243.34	1,243.34	1,247.00
Teacher Assistants	375.00	376.50	380.50	380.00	380.00	380.00	380.00	380.00	392.00	420.00	420.00	420.00	421.50
Professionals & Paraprofessionals	117.80	117.80	117.80	117.80	117.80	117.80	118.80	118.80	116.80	116.80	117.30	117.30	117.30
School Administration	409.93	409.93	409.93	409.93	409.93	409.93	409.93	409.93	411.93	411.93	411.93	411.93	410.93
Consultants & Special Assign. Tchrs.	29.60	29.60	29.60	29.60	29.60	29.60	29.60	29.60	33.00	34.00	34.00	34.00	34.00
Board Administration & Governance	151.00	151.00	151.00	151.00	151.00	151.00	151.00	152.00	152.00	152.00	152.00	152.00	152.00
School Operations	471.75	471.75	471.75	471.75	475.75	475.75	475.75	475.75	481.75	481.75	481.75	481.75	480.88
Continuing Education	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87
Transportation	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	2.25	2.25	2.25
Total Full Time Equiv. Positions	**4,803.55**	**4,814.56**	**4,818.56**	**4,818.06**	**4,823.06**	**4,823.06**	**4,824.06**	**4,825.06**	**4,848.24**	**4,939.64**	**4,941.14**	**4,941.14**	**4,945.73**
Staff on Loan (recoverable)	21.67	22.33	22.83	22.83	22.83	22.83	21.83	21.83	15.38	16.38	16.38	16.38	

Prepared by Human Resources - January 1, 2001

URBAN MUNICIPAL

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

CA3 ON HW W26
A33E
2001

EDUCATION COMMITTEE
Thursday, February 1, 2001

7:00 p.m. **A G E N D A** **7:00 p.m.**

1. Call to Order — E. Johnstone
2. Approval of the Minutes of January 11, 2001
3. Business Arising from the Minutes
4. Approval of Agenda

ACTION ITEMS:

5. Trustee representation for review of Developmental Delay Programs — M. Botting
6. Growth and Development Support Package — K. Croxall
7. (a) Policy for Location of Special Classes/Programs — M. Botting
   (b) Report of the Special Education Advisory Committee

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GOVERNMENT DOCUMENTS

CORRESPONDENCE:
Nil.

DISTRIBUTION:
Nil.

8. Public Questions for Clarification regarding tonight's meeting.

Future Meetings:

Business Committee	February 8, 2001	7:00 p.m.
Board	February 15, 2001	8:00 p.m.
Special Education Advisory Committee	February 28, 2001	7:00 p.m.

MINUTES OF THE EDUCATION COMMITTEE
JANUARY 11, 2001

Those present: Eleanor Johnstone (Chair), Judith Bishop, Robert Barlow, Wayne Marston, Ray Mulholland, Lillian Orban, Ian Thompson, Bruce Wallace and Reg Woodworth

Regrets: Wes Hicks, Laura Peddle.

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services), E. Bond (Superintendent of Education), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), T. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education – City East) and C. Reid (Superintendent of Education – City West).

Also in attendance:
C. Gudas-Murphy, Supervisor, Psychological Services
G. Belisario, Consultant, ESL/NSL and Antiracism
J. Goldsworthy, Health & Safety Officer

1. Call to Order

E. Johnstone called the meeting to order at 7:03 p.m.

2. Approval of the Minutes of December 7, 2000 and December 14, 2000

It was moved by L. Orban: That the Minutes of December 7 and December 14, 2000 be approved.
CARRIED.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

Added item:
12. Moratorium on psychological testing in the schools - L. Orban

It was moved by L. Orban: That the agenda be approved as amended.
CARRIED.

ACTION ITEMS:

5. Settlement in the Schools – Hamilton (SWISH)

C. Reid outlined the project that has been coordinated through Settlement and Integration Services Organization (SISO), The Hamilton-Wentworth District School Board and The Hamilton-Wentworth Catholic District School Board with the intent of having settlement workers in Hamilton schools. He introduced Morteza Jafarpour, Executive Director of SISO and Gail Belisario, Consultant ESL/NSL and Antiracism who have been instrumental in the formation of this project.

C. Reid noted that Hamilton was chosen for the Settlement in the Schools – Hamilton (SWISH) project because of its solid working relationship with SISO.

J. Bishop commended the partnership and the manner in which it is presented. The expectation of the role of the steering committee and coordinator are clearly outlined and she knows the relationship between SISO and our Board is excellent.

> **It was moved by J. Bishop: That The Hamilton-Wentworth District School Board agree to partner with Settlement Integration Services Organization (SISO) and The Hamilton-Wentworth Catholic District School Board from January 2001 to June 2001, concerning the supervision, development, implementation and review of the Settlement Workers in Schools – Hamilton (SWISH) project. (*refer to Appendix A*).**
>
> **It was moved by J. Bishop: That the Board will receive an update of the project by the Superintendent responsible for ESL and Antiracism by June 2001 and a written review of the project by June 2002.**

W. Marston commended SISO on its tremendous reputation in the community.

M. Jafarpour thanked C. Reid for his leadership and open communication with SISO and this new project. Having been involved with SISO for 11 years, immigration has become more economic for Canada with many immigrants and refugees making Canada their main destination. He added that fifty percent of the immigrants coming to Canada have school-aged children. Many communities are looking to the SWISH model.

To the motion, **CARRIED**.

To the second motion, **CARRIED**.

6. E-Best Launch Report

M. Botting explained that E-Best is a system based research service potential framework for improving student performance. With fewer resources and the public asking different questions about best practice, this is a research project that can help to determine successes and accountability.

C. Gudas-Murphy, Supervisor, Psychological Services, clarified that she is presenting on behalf of Dr. Kathy Short, Psychologist, who prepared the E-Best Launch Report. Dr. K. Short was unable to attend due to illness.

C. Gudas-Murphy highlighted the following points:

- E-Best or Evidence Based education, has only appeared over the last year and is emerging in the United States.
- The E-Best project has been germinating over the last year and a half and continues to be a work in progress.
- The rationale of E-Best, simply means making an educational decision based on the best information available.

Referring to the E-Best structure on page 6-10, C. Gudas-Murphy explained that E-Best can provide a way to get answers to questions by having a mechanism in place for various grassroots as well as system projects. The next step is to develop a multi-disciplinary committee once approval for the project has been received.

C. Gudas-Murphy clarified that the Multidisciplinary Research Committee is guided by Board and Senior Administrative direction and that all the key players, for example, teachers, principals, trustees, Instructional Services staff and community researchers, have the opportunity for input and questions.

It was moved by L. Orban: That the E-Best Launch Report be approved.

Referring to the fact that there is no impact statement attached, J. Bishop asked whether there is a budget for this project. M. Botting responded that existing resources are being used currently; however, in the future there may be a need for added financial support.

C. Gudas-Murphy clarified that Dr. K. Short is doing this on a part-time basis while continuing with her other responsibilities.

J. Bishop felt it was important to know whether the Board has the resources to dedicate to this project. She hoped there would be further indication of the budget needed. She then asked whether the research depends on the use of existing resources, for example, Trevlac.

W. Joudrie responded the student information on the Trevlac system would be accessible through E-best as requested. There is a report structure in place to access called crystal report that can design specific reports.

L. Orban cautioned that the Board must be cautious as to how researchers are involved in our system.

B. Wallace spoke toward moving ahead as an amalgamated Board and allowing this project an opportunity to proceed.

To the motion, **CARRIED**.

E. Johnstone thanked C. Gudas Murphy for her presentation.

8. Draft Policy: Blood Borne Pathogens

K. Croxall outlined the report with the recommended action that the Policy be forwarded to the Joint Advisory Committee. She explained that anyone infected with HIV does not have to reveal this information; however, if they do voluntarily share it, the information must be treated with the highest degree of confidentiality. The information contained in the policy refers to universal precautions with the implementation including in-service for staff by public health.

It was moved by R. Woodworth: That the Blood Borne Pathogens Policy be forwarded to the Joint Advisory Committee for review.
CARRIED.

9. Verbal Update - Information Technology Year-End Report

W. Joudrie reminded members that in January 2000 a report was brought forward to Board re infrastructure, computer ratios, internet access, curriculum resources, curriculum support and training and technical support. Due to the process of looking for a new computer partner/vendor

and providing that information before presenting a report, W. Joudrie asked for support to bring a report in Spring 2001.

W. Joudrie assured members the long-range plan has not changed, for example, cable in the classroom, internet access in the schools and a partner capable of making this happen.

It was moved by R. Barlow: That the verbal update – Information Technology Year-End Report be received for information.
CARRIED.

10. The Outbound Experience – questions/request for a report

J. Bishop referred to the additional information from the web site regarding The Outbound Experience. She asked for the process used to approve new courses for students.

E. Bond thanked J. Bishop for informing her of questions ahead of time. She made the following points in response to these questions:

- This program has been offered in the former Wentworth Board since 1995.
- "Outbound Experience" is the name of a course not an agency or organization. This course is offered in Halton, Wellington County and Ottawa.
- This is an environmental studies program comprised of four credits.
- This program is developed and supported through corporate funding with some additional funds from the Board.
- The understanding was there was no cost to the student, rather, the cost would be subsidized by fundraising.

J. Bishop asked how the students are transported to the program. E. Bond responded that students carpool to attend the program as there is no provision for transportation.

J. Bishop expressed concern that this course appears on the Board's web site; however, staff do not seem to have a lot of information about it. E. Bond noted she was not aware of this on the web site.

It was moved by R. Barlow: That a report regarding The Outbound Experience be brought to the Education Committee.
CARRIED.

11. Staffing Report – Full Time Equivalent Positions

It was moved by R. Woodworth: That the December 2000 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.
CARRIED.

12. Moratorium re testing.

Noting the importance of psychological testing, and the moratorium on this testing,

It was moved by L. Orban: That a report regarding the Moratorium on testing for Psychological Services and Speech and Language Services be brought to the Education Committee.

B. Wallace emphasized the importance of talking to administration with any concern in order to give some background and then let them determine when they can bring forward a report.

M. Botting felt a brief format report could be brought forward in one month's time.

To the motion, **CARRIED**.

Adjournment:

It was moved by R. Woodworth: That the meeting be adjourned at 8:25 p.m. CARRIED.

kc

A C T I O N I T E M S

EDUCATION COMMITTEE
2001 02 01

#6

Approved for distribution
by the Director.
Signature: M Matier
Date: Jan 26/01

MEMORANDUM

TO: Merv Matier, Director of Education
FROM: Krys Croxall, Superintendent of Education
DATE: January 25, 2001
RE: *Summary of Parent and Community Feedback on the Grade 5 to 8 Growth and Development Curriculum Support Packages*

Recommended Action

Moved by _____ that the report on the *Summary of Parent and Community Feedback on the Grade 5 to 8 Growth and Development Support Packages* be received for information.

Rationale

In the spring of 2000 a curriculum support package for *The Ontario Curriculum: Health and Physical Education, 1-8* was piloted in Grades 5 to 8. While the Grade 5 to 8 expectations in the Healthy Living strand of the *Ontario Curriculum* are mandatory, use of the curriculum support packages is optional. The packages were developed as a collaborative project between the Hamilton-Wentworth District School Board and the Social and Public Health Services Division, City of Hamilton/Region of Hamilton Wentworth in response to a number of requests from teachers for grade-appropriate resources to match the new curriculum (released 1998).

Part of the design of the pilot was the collection of feedback data from parents regarding the support packages. The information gained from parental feedback, as well as teacher comments and suggestions, was to be used to revise the packages for implementation in the 2000-2001 school year. During the summer of 2000 a team of teacher curriculum writers reviewed the packages from a teacher perspective. The analysis of the parent feedback was completed by the Community Support and Research Branch in the late fall and changes to reflect common parental viewpoints were incorporated into the packages following this. The revised packages will be ready for in-service and distribution in February 2001.

Although there was controversy last year with the initial pilot of these curriculum support packages, the Board did not direct that a report be provided on the results of the feedback process and the revisions to the support packages. However, understanding the sensitive nature of this area of the curriculum it was felt that trustees should be provided with the information in advance of the release of the revised packages.

Over 130 response forms from approximately 40 schools were analyzed for this report. Overall the packages were rated very favourably by parents, receiving scores ranging from a high of 2.81/3.0 at Grade 5 to a low of 2.7/3.0 at Grade 7. Very few parents with students in Grades 5 to 8 rated the package for their grade as " not at all appropriate" – Grade 5 - 3%, Grade 6 - 0%, Grade 7- 3% and Grade 8- 4%. The corresponding percentages for the category "appropriate for most students" were as follows: Grade 5 – 85%, Grade 6 – 78%, Grade 7 – 79% and Grade 8 – 81%. The complete report provides a sampling of parent comments at each grade level. Some comments were very critical citing the materials as too explicit or indicating that sexual education was the role of the family and church, not the school. Other comments related to questions regarding the accuracy of information or potential misunderstanding on the part of children. On the other hand some comments spoke to the need for more information about sex

education at an earlier age than the curriculum provides or wanted other areas (such as sexual assault) included.

Revisions to the curriculum support packages based on parental feedback focussed on the following:

- Increased emphasis on abstinence, with revision of the abstinence definition and replacement of the "4 Rights" statements
- Emphasis on messages that promote decision-making and skill development
- References to types of sexual activity restricted to the Grade 7 and 8 packages and only in the context of STD/HIV transmission and in the standardized answers to student questions
- Suggestions to teachers and principals regarding a variety of options for delivery of the curriculum (particularly the sections on anatomy/physiology and role-plays)
- Careful consideration, revision and/or exclusion of learning activities which received a number of negative comments or mixed feedback.

In addition, in order to respond to parent desires for more information about the curriculum in advance of classroom delivery, two steps have been taken:

- A revised Administrative Memorandum, which outlines clear expectations for schools in the delivery of the Growth and Development curriculum (such as the required letter, opportunity for parental review of curriculum materials, right of parents to withdraw a child from any section of the Growth and Development curriculum they feel is not appropriate for their child for reasons of maturity, religious beliefs and/or cultural values), was distributed and highlighted at cluster meetings;
- Ontario Curriculum staff will be collaborating with Public Health to develop a grade-by-grade parent guide to help parents address the topic of healthy sexuality and open lines of communication with their child in conjunction with classroom instruction.

6-2

Summary of Parent and Community Feedback on the Grade 5 to 8 Growth & Development Curriculum Packages

November 2000

Social & Public Health Services Division
City of Hamilton / Region of Hamilton-Wentworth

Prepared by:

Kate Feightner
Epidemiologist, Community Support and Research Branch

My-Yen Quach
Data Analyst, Community Support and Research Branch

Leanne Siracusa
Program Manager, Youth and Mental Health Branch

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Appendix A – Feedback Form

Appendix B – Covering Letter

Appendix C – Parent Responses by School and Grade

I. Executive Summary

Staff from the Hamilton Wentworth District School Board (HWDSB) and Social and Public Health Services Division (S&PHSD) collaborated on the development of a curriculum package to support the implementation of the Growth and Development curriculum expectations for grades 5 through 8. The materials in these packages were carefully aligned with the specific curriculum expectations for each grade,as set out by the Ministry of Education and Training. Feedback about this pilot curriculum package was sought from parents with children in these grades, as well as from other parents/community members. Over 130 parents from approximately 40 schools gave feedback using the tool that was provided. Parents were pleased to provide input into the pilot curriculum support packages as indicated by the number of completed forms and the length and detail of the written comments.

Overall, the grade 5 to 8 curriculum packages were rated favourably by parents, with the grade 5 package receiving the highest ratings. All curriculum packages received ratings of 2.50 or higher out of a possible score of 3.00 on the attributes of age appropriateness, ability to interest and appeal to students, and ability to involve students. Very few rated the package as 'not at all appropriate'. The feedback from six parents/adults who did not have children in these grades rated poorly when compared to feedback from parents with children in these grades. Overall, these responses generated average ratings of 1.50 out of 3.00 for age appropriateness, 2.33 out of 3.00 for interest and appeal, and 2.33 out of 3.00 for student involvement.

The parents' written comments reinforce the curriculum packages' positive ratings. Overall, the comments were very positive with respect to the material's age appropriateness and ability to interest and involve students. Parents described the curriculum package as 'excellent', 'reasonable', 'valuable', 'well rounded' and 'very needed'. There were a few parents who were critical of the package, feeling the material was too explicit with respect to sexual activity and did not focus enough on abstinence messages. These few parents felt that sexual education was the domain of the family/parent and not appropriate for the schools. Parents provided specific feedback about which activities they liked and which they disliked. They made suggestions about specific activities and about the delivery of the curriculum. Some parents recommended separate sessions for boys and girls, especially in grades 5 and 6 for sessions related to physical changes. Most parents wanted to be more involved in the development and implementation of the curriculum materials. Many wanted more information about the curriculum in advance of the implementation. The six community members who either did not have children or whose children were not in these grades provided comments which ranged from very supportive to very critical of the package.

The staff from HWDSB and the S&PHSD reviewed the input from parents/other community members. Staff then made revisions to the pilot curriculum support packages based on this feedback. All comments and suggestions were carefully considered in the context of the curriculum requirements, but in particular, focus was placed on the following:

- The revision of the definition of abstinence
- Replacement of the 4 Rights statements
- Emphasis on messages that promote decision making and skill development

- Encouragement to school staff to consider various options for delivery including same gender classes for some grades/sections of curriculum where feasible.

In addition, staff will be developing and implementing additional support based on the following suggestions:

- Training being offered to teachers and PHNs delivering the curriculum
- More information about the curriculum expectations and learning activities being given to parents in advance of the curriculum implementation.

II. Background

Staff from the Hamilton-Wentworth District School Board (HWDSB) and Hamilton-Wentworth Social and Public Health Services Division have been collaborating to implement the Health and Physical Education component of the Ontario Curriculum (Grades 1 to 8), released in 1998. This collaboration has provided teacher inservice and curriculum support materials for the Fundamental Movement Skills as well as the four components of the Healthy Living curriculum (such as, Healthy Eating, Growth and Development, Personal Safety and Injury Prevention and Substance Use and Abuse) for Grades 5 through 8. This report addresses the collaboration to help teachers implement the "Growth and Development" component for grades 5 through 8.

Curriculum support packages include lesson plans and learning activities that meet provincial expectations. These packages were jointly developed for the Growth and Development expectations for each of the 4 grades. The curriculum packages use learning activities that have been successfully applied by teachers or public health nurses in the past and meet criteria based on best available evidence (reference: Systematic Review of the Effectiveness of Adolescent Pregnancy Primary Prevention Programs, Effective Public Health Practice Project, March 1999)

Although some limited parent input was considered during the development of the package, additional parent feedback was desired. With this in mind, interested schools were asked to pilot the new curriculum packages and additional parent input was sought.

III. Methods

Parents were asked to review and provide feedback on the pilot curriculum package. Feedback was sought prior to, during and after the pilot implementation. Feedback was also sought from the teachers and public health nurses participating in the pilot. The purpose of all feedback was to help guide revisions to the support package.

Public health nurses working in the pilot school sites requested that parents with children in Grades 5 through 8 review the corresponding curriculum package and complete the feedback form. Parents were recruited at parent information sessions held before the curriculum was implemented. During the course of their work, public health nurses in schools also requested input from other parents and School Council members who were participating in workshops or groups.

Some independent feedback was also generated after public discussion of the curriculum support package and delegations presented to the Education Committee of

the HWDSC and the Community Services and Public Health Committee of Regional Council.

School Board and Social and Public Health Services staff jointly developed the feedback form. The form included rating the curriculum's:

- age appropriateness
- ability to interest and appeal to most students in the respective age group, and
- ability to actively involve students.

These aspects of the curriculum were rated from 1 (not at all appropriate or interesting) to 3 (appropriate for most or very interesting for most). Parents were also encouraged to provide written comments for each of the ratings.

A space was provided for general comments. The form also asked questions about the parents' information needs as primary sexual health educators of their children. This report will focus on parent input regarding curriculum content. Input regarding parents' information needs is not summarized here. A copy of the feedback form can be found in Appendix A. A covering letter that accompanied the curriculum package for each grade is found in Appendix B.

Completed feedback forms were returned to a public health nurse or the school. Information submitted directly to the Education Centre was also included. Parents were very pleased to provide input. They often involved other parents in providing input also.

In total, 131 parents with children in grades 5 to 8 and six adults (6 were parents or adults who did not have children in grade 5 - 8) provided feedback on the curriculum for a total of 137 complete feedback forms. Appendix C details the number of parent responses for each school by each grade level.

IV. Summary of Parents' Feedback

GRADE 5

In total, 40 parents provided written feedback on the Grade 5 curriculum. Their rating of the curriculum's age appropriateness, interest and appeal, and ability to involve students are summarized in Table 1.

Table 1. Parents' Rating Scores for Grade 5 Curriculum

Question	N*	Percent of respondents selecting each rating score (%)			Average Rating
		Not at all (1)	For Some (2)	For Most (3)	
Age Appropriateness	40	3%	13%	85%	2.83
Interest & Appeal	40	0%	25%	75%	2.75
Student Involvement	39	0%	15%	85%	2.85

*number of responses.
NOTE: percentages may not add up to 100% due to rounding.

Age appropriateness

A large majority (85%) of parents rated the curriculum package as age appropriate for most of the kids. Thirteen percent of parents rated the curriculum as appropriate for some of the kids and three percent of parents rated the material as not at all age appropriate. The average rating for age appropriateness was very high at 2.83 out of 3.00 (see Table 1).

Parents' written comments were very positive with respect to the age appropriateness of the lesson plans. They described the material as '*reasonable*', '*excellent*', '*valuable*', '*very needed*' and '*very important at this age*'. In the words of one parent,

> *"I am glad that this is covered at this grade level. The kids should be informed about what to expect before it happens, so they know it is normal and that their peers are also going through the same thing."*

A few parents, however, had very different opinions regarding age appropriateness of the materials. Two parents noted that Grade 5 students should be taught about methods of protection such as the condom. For example, in reference to information on condoms not being provided until Grade 7, one parent wrote,

> *"I think this is wrong. Information should be shared as early as possible. When grade 6 is in middle school, the information should be in line with grade 7 and 8, not grade 5. We know there are sexually active kids who are young, let's help them to be as well informed as possible!"*

On the other hand, one parent felt the materials were '*too explicit for Grade 5 kids and perhaps Grade 6*'. A few other parents felt the same and wrote,

> *"I do not approve of giving children more information than they are ready to receive.... I think that at this stage she (daughter) should only need to know how*

the male and female body changes....I do not approve of the explanation of how the act actually occurs for this age."

Several parents noted the complexity and challenge of developing an appropriate curriculum. In reference to the development of the lesson plans, one parent wrote, "*This is a challenging task, given that grade 5 kids are at so many stages of both physical and emotional maturity.*" The issue of children developing (sexually) at different rates was also identified as a challenge.

Ability to interest and appeal to students
The majority (75%) of parents rated the curriculum as very interesting for most of the kids. The remaining 25% of parents rated the material as interesting for some of the kids and no parents rated the materials as 'not at all interesting'. The average rating for interest and appeal was 2.75 out of 3.00 (see Table 1).

Parent comments reflect a 'moderate' ability of the materials to interest students. However, the friendship activities were identified as of great interest to students. It was noted that the interest level of students would depend upon each child's level of awareness, relations with peers and natural curiosity.

Parents suggested ways to possibly increase student interest -- especially for 'sexuality' related topics. Suggestions included separating the class into boys and girls, providing a female teacher for the girls and a male teacher for the boys, and reviewing the materials several times before initiating student activities (so as to improve students' level of comfort).

Ability to actively involve students
Most parents (85%) felt the curriculum would actively involve most of the kids while the remaining 15% of parents felt the materials would involve some of the kids. No parents felt the curriculum did not involve students. The average rating for student involvement was high at 2.85 out of 3.00 (see Table 1).

Several parents noted the importance and challenge of getting kids to feel comfortable enough to participate in the activities. One parent thought the curriculum's *'hands on group work approach'* would likely get kids involved in the class. However, another parent felt the students would only participate in a group format and some students would be too shy to participate at all.

Overall Comments
Parents' general comments can be grouped into the following categories: the value of the curriculum materials, role of the parent, and suggestions for lesson plan content and implementation.

Value of curriculum support package:
The written feedback shows that most parents' value the curriculum support materials. They described the package as '*appropriate*', *'terrific'*, good in scope, *'well done'*, *'wonderful'* and important to share. As one parent wrote,

"This is a great program. It is helpful to me to know exactly what my child will be learning as I know she probably won't ask me questions. Having this information will help me to bring up the topic."

However, a few parents felt the curriculum support package was inappropriate.

> *"The whole goal should be to encourage abstinence until our children become adults…. It is not right for children/teenagers to be engaging in things meant for adult relationships. The decision to have sexual activity is far more complex than what is portrayed in the curriculum. The overriding theme should be that sex is for adults…"*

Suggested content:
Parents were pleased with the sections covering abstinence, friendship, communication, assertiveness skills, decision-making and STDs. Parents made suggestions about additions such as self esteem (eg "fitting in"), homosexuality, sexual abuse (eg good touch/bad touch), and the media (e.g. popular images that may not apply to reality).

Implementation of lesson plans:
Parents provided several suggestions regarding the implementation of the lesson plans including:

- Provide children with growth and development information on both sexes so that they learn about the other gender's growth and development too.
- That boy and girl activities be implemented separately for this age group.

One parent questioned the teacher's ability (such as, keeping control of class) and comfort in implementing the lesson plans. One parent suggested *'appropriate training'* be provided for the educator.

Role of the parent(s) / adult:
Feedback suggests most parents want to be actively involved in providing this information to their kids and would like to receive a copy of the curriculum to encourage children to discuss the issues with or ask questions of their parent or a trusted adult.

A few parents felt that sexual education was the domain of parents alone. Their comments include:

> *"We believe that we are and will continue to be our children's primary health educators. We are the best at knowing our children's maturity level and we promote healthy living."*

There is willingness among these parents for discussion and communication with teachers to better understand the curriculum and specific topics to be covered at the various age and grade levels.

Ability to actively involve students
Most (69%) parents felt the curriculum would actively involve most of the kids. The remaining parents felt the curriculum would either actively involve many (13%) or some (19%) of the kids. No parents rated the materials as 'not involving students'. The average score for student involvement was high at 2.85 out of 3.00 (see Table 2).

Overall, parents' written comments were positive regarding the material's ability to interest students. The 'friendship' section was singled out with praise.

Numerous parents emphasized the importance of the teacher's ability to deal with students' '*giggling*' and '*embarrassment*' while going through the lesson plans. Comfort level and maturity of students was a concern – how will shy or silly children be encouraged to participate in a constructive manner? One parent wrote,

> *"I believe the activities are very good however children at this age can be very self-conscious. Play acting and speaking out openly among peers may be difficult for some (especially if they feel intimidated by some of the group members)".*

Overall Comments
Parents' general comments can be clustered into curriculum content, implementation and parental role categories.

Content:
Comments regarding curriculum content were very positive. Lesson plans were identified as '*very informative*', '*great*', '*an excellent program*', and '*important information*'. One parent wrote, *"Content appears age-appropriate except kids are further ahead in many cases. Would it hurt to include some of the abstinence messages earlier?"*

Another parent wrote,

> *"This is a vast improvement over what my daughter was taught this year. The old stuff was incredibly stereotyped. The friendship scenarios and quizzes are very good additions to the biological info and should be included in the Grade 5 curriculum."*

Specific feedback included dislike of the Class Feud and Pink & Blue activities. Specifically, they thought kids may be too shy to participate or teacher may have difficulty controlling the class.

Comments reflect very positive feedback on the IDEAL problem solving, friendship section, opportunity for anonymous questions, focus on abstinence, and the setting of general ground rules.

Specific suggestions were made regarding curriculum content such as maintaining consistent, accurate terminology throughout the curriculum and having discussion of feelings about body changes and linking sex/sexuality to consequences.

Implementation:
Opinions varied on whether discussions and activities should be co-ed versus separate for boys and girls. Many parents suggested separating the boys and girls when teaching

sensitive topics such as puberty. Numerous parents commented on whether teachers would feel comfortable or have the ability to discuss such sensitive topics.

Several parents suggested that Grade 6 students review the Grade 5 material at the beginning of each year.

Parental role:
Due to the sensitive nature of the topic, some parents suggested children should be encouraged to discuss the topic with their parents if they felt uncomfortable. Parents also wanted materials to be sent home ahead of time so they can encourage discussion at home.

It was suggested that parents be provided an opportunity to meet with the teachers to discuss the growth and development curriculum. One parent wanted to choose whether their child participated in specific curriculum sections or not.

GRADE 7

In total, 33 parents provided feedback on the Grade 7 curriculum support package. Their rating of the curriculum's age appropriateness, interest, and, appeal and ability to involve students are summarized in Table 3.

Table 3. Parents' Rating Scores for Grade 7 Curriculum

Question	N*	Percent of respondents selecting each rating score (%)					Average Rating
		Not at all (1)	Not at all / For Some (1.5)	For Some (2)	For Many (2.5)❖	For Most (3)	
Age Appropriateness	33	3%	6%	12%	0%	79%	2.73
Interest & Appeal	33	0%	3%	36%	6%	55%	2.56
Student Involvement	31	0%	0%	13%	10%	77%	2.82

*number of responses.

❖ A number of parents reviewing the packages for Grade 7 indicated a score at the halfway point between 2 and 3.

Age appropriateness

The majority (79%) of parents rated the Grade 7 curriculum support package as 'age appropriate' for most of the kids and 12% felt the materials were 'age appropriate' for some of the kids. Some parents rated the curriculum support packages not at all 'age appropriate' (3%) or age appropriate for only a few kids (6%). The average rating for 'age appropriate' was 2.73 out of 3.00 (see Table 3).

Most parent comments reflected very positive feedback regarding the age appropriateness of the lesson plans. Parents used words such as '*great*', '*embarrassing. but appropriate*', '*students need this information*!', and *'excellent for the grade level'*.

Some parent comments suggest the material was *'too explicit around the sexual activities'* information. For example, one parent wrote,

> *"The curriculum is way too advanced considering my child has covered nearly nothing as a lead up to this! You would either have to cover the grade 5 and 6 curriculum first – then introduce this – too intensive and time consuming for one grade."*

It was also noted that age appropriateness depends upon the maturity level of each child, *"Keep in mind that maturity levels differ from child to child"*. Another parent pointed out that teachers *'cannot judge their (students') readiness'....'but I can as a mother.'*

Ability to interest and appeal to students

Just over half (55%) of the parents felt the Grade 7 curriculum support package would be very interesting for most of the kids and 6% felt the material would be interesting for many of the kids. Over a third (36%) of parents felt the curriculum would be interesting for only some of the kids and three percent of parents rated the materials as interesting

for only a few kids. The average rating for interest and appeal was 2.56 out of 3.00 (see Table 3).

Parents provided mostly positive feedback claiming the activities would '*be of particular interest to students*', '*appeal to most kids*', and '*get some students interested*'. Specific feedback included suggestions to keep the autograph game and tests, and emphasize dealing with peer pressure situations.

Ability to actively involve students
The majority (77%) of parents felt the Grade 7 curriculum would actively involve most of the kids and a further 10% felt that it would actively involve many of the kids. The remaining 13% of parents felt the curriculum support package would involve some of the kids. The average rating for student involvement was high at 2.82 out of 3.00 (see Table 3).

Parents' written comments also indicated that the materials would actively involve most students. Several parents thought the embarrassing nature of the topic would make it difficult for many children to participate in role playing activities. As an alternative to role playing, one parent wrote,

> *"This (role playing) can be very anxiety producing for most adults, let alone kids and participation could become an issue. Group discussion in small groups could spontaneously lead to role play or teacher demonstration may be the best way to start a discussion."*

Parents suggested using small, monitored group activities and anonymous question boxes to increase student participation.

Overall Comments
Parents' general comments can be grouped into the following categories: value of the curriculum support package, curriculum content, implementation and parental role categories.

Value of curriculum support package:
Overall, parent feedback on content of the lesson plans was very positive. Comments included '*lots of good group work and hands on activities*', '*good detail level*', '*excellent presentation*', '*thorough and straight forward*', '*necessary*', and '*important information to share with children*'. One parent wrote,

> *"I am very pleased with the teachings of assertive behaviour and standing up for what you believe in. These lessons will be applicable in so many scenarios. It allows values to be taught at home to be carried through life experiences."*

Another parent praised the materials for prompting a '*few interesting conversations the past few nights*' with their son.

Content:
The assertiveness materials, decision-making segment and the IDEALS section were well received. Parents were also pleased with the sections covering abstinence, friendship, communication and STDs. The content was found to be *'clear and non-judgmental'* and *'simple but accurate'*.

A few parents found the word search and autograph games inappropriate. Specific content suggestions were made especially for the STD section, for example, adding more information on HIV/AIDS and Hepatitis C. One parent wanted more information on the emotional and legal outcomes of sex. They also want to see a discussion on rape included. One parent suggested using guest speakers, such as teenage mothers, to share their experiences.

Implementation:
Classroom dynamics were identified as a challenge to presenting the material. Many parents suggested the more sensitive materials or activities should be presented to boys and girls separately. They were concerned that a co-ed environment might keep '*embarrassed*' or '*shy*' children from participating or asking questions or cause *'undue discomfort for both sexes'*.

Several parents commented on involving public health nurses in the implementation of the program. For example, one parent wrote,

> *"I am pleased with the program but wish it could be entirely taught by Public Health personnel or that teachers would be required to involve themselves in keeping up to date and (learn) how to set the appropriate atmosphere in the class by attending in-service courses."*

One parent was concerned about the *'amount of latitude given to the teacher to decide how to present this material and how to deal with questions.'*

Parental role:
Keeping parents informed and involved was a common theme throughout the comments. Parents wanted to receive the material ahead of time so that they could reinforce information and activities at home. Parents felt the materials would help them to initiate discussion at home. Some parents felt that sexual education was best discussed at home.

GRADE 8

In total, 26 parents provided feedback on the Grade 8 curriculum support package. Their rating of the curriculum's support package age appropriateness, interest and appeal and ability to involve students are summarized in Table 4.

Table 4. Parents' Rating Scores for Grade 8 Curriculum

Question	N*	Percent of respondents selecting Each rating score (%)					Average Rating
		Not at all (1)	Not at all / For Some (1.75)	For Some (2)	For Many (2.5) ❖	For Most (3)	
Age Appropriateness	26	4%	8%	8%	0%	81%	2.75
Interest & Appeal	24	0%	0%	29%	4%	67%	2.69
Student Involvement	25	0%	0%	20%	4%	76%	2.78

*number of responses per item.

❖ A number of parents reviewing packages for Grade 8 indicated a score at the halfway point between 2 and 3.

NOTE: percentages may not add up to 100% due to rounding.

Age appropriateness

The majority (81%) of parents rated the Grade 8 curriculum support package as age appropriate for most of the kids. The remaining parents rated the curriculum support package as age appropriate for some (8%), for a few (8%) and not at all age appropriate (4%). The average rating for age appropriateness was 2.75 out of 3.00 (see Table 4).

Overall, the parents who provided input thought the lesson plans were *'very healthy and age appropriate'* for Grade 8 students. Some thought their kids are too young to discuss specific sexual acts or AIDS but they also acknowledged that the information is necessary so that their kids are informed before they are sexually active. One parent wrote,

> *"The information is very important for grade 8 students to have. Many parents have no idea how much their middle school students know about sex. It is important for the school and parents to discuss these issues in an open and responsible manner."*

Another parent wrote,

> *"Although some of the language is more detailed and explicit than what my generation understood in grade 8, I think that times have changed and this is appropriate for today."*

Ability to interest and appeal to students

Many (67%) parents felt the Grade 8 curriculum support package would be very interesting to most of the kids. A further four percent of parents felt the materials would be interesting to many of the kids. The remaining 29% of parents felt the curriculum would be interesting for some of the kids. No parents rated the materials as 'not at all

interesting'. The average rating for interest and appeal was 2.69 out of 3.00 (see Table 4).

Parents provided positive comments such as, *"group work would be interesting and appeal to kids' curiosity"*, *"questions are presented in a safe context"*, *"a good variety of activities"* and *"they effectively allow students to explore these issues"*.

Ability to actively involve students

Over three-quarters (76%) of parents felt the lessons of the Grade 8 curriculum support package would actively involve most of the kids and a further four percent felt the materials would actively involve many of the kids. Twenty percent of parents felt the curriculum would involve some of the kids. None of the parents rated the materials as 'not involving students'. The average student involvement rating was 2.78 out of 3.00 (see Table 4).

Comments on the ability of the activities to involve students were generally positive. One parent wrote, in reference to the lesson plans,

> *"I enjoyed them and tested some out on grade 8 kids. The situation created a lot of discussion and helped me as a parent to talk to my grade 8 & 10 easier."*

However, several parents believed that student participation would be unlikely due to the sensitive nature of the topic. For example, one parent wrote,

> *"I think in grade 8 there will be more kids unwilling to participate in the activities (of any kind) because of peer pressure and shyness about the subject matter."*

Overall Comments

Parents' general comments can be grouped into the following categories: value of the curriculum support package, curriculum content, implementation and parental role categories.

Value of curriculum support package:

The importance of providing students with sexual health information echoed throughout the parents' comments. Some even thought the information should be presented to children at an earlier age and then continued with consistent messages (such as, abstinence) into grades 10 and 11. Parents characterized the materials as '*entirely appropriate*', '*important information to share with children*', '*well rounded*' and '*essential*'. One parent wrote,

> *"I feel that it is essential to give all of the information to all of the students. Many cannot talk to parents and reality has shown that students/teens/pre-teens are very active sexually. I have lots of friends with teens and drive many car pools and the language they speak with friends would shock many adults/parents."*

Another parent wrote,

> *"This topic may always isolate some kids because it may conflict with home values. However, learning about issues which lead to risky behaviour is always a good idea. Get it on the table!!"*

However, other parents were concerned about the nature of the materials. One parent believed that most of the materials were fine but some "far exceed the intent of the Ontario government curriculum requirements."

Content:
Comments suggested very positive feedback for the assertiveness, support circle and IDEAL sections as well as the content dealing with '*respect*' (for one self and others) and '*active listening*'.

Some parents wanted more emphasis on STD information and consequences, benefits of and reasons for choosing abstinence, natural family planning methods, characteristics of a healthy relationship and future goals (such as, education, careers, and the notion that they should start planning for their future). Consistent and accurate terminology should be used throughout the curriculum.

Several parents expressed concern over the section on the morning after pill. However, other parents wanted greater emphasis placed on all methods of pregnancy prevention (other than abstinence).

The sexually explicit examples, intimacy funnel and Four Rights (4Rs) sections were found to be inappropriate by several parents. Several parents wanted specific statements removed or rewritten, such as those related to the STD, anal and oral sex and 'touching'. One parent provided references to specific religious text/teachings for consideration or discussion.

Implementation:
As in other grades, Grade 8 parents also suggested the more sensitive or embarrassing topics should be discussed in a girls only or boys only environment.

Parental role:
As in other grades, Grade 8 parents wanted to receive the materials ahead of time so that they could initiate discussion at home.

V. Summary of Feedback from Other Parents/Community* Members

Six 'other' adults (including five parents who did not have children in grades 5 through 8 and one adult with no children) volunteered additional feedback. The ratings of these adults are outlined in Table 5.

Four (or 67%) of these adults rated the curriculum support package as 'not at all age appropriate' while one adult (or 17%) rated the materials as appropriate for 'some' and another adult (or 17%) rated the materials as age appropriate 'for most' children. Four (or 67%) of the six adults felt the curriculum would be interesting to and able to involve some of the kids while the other two (or 33%) felt the materials would be interesting to and able to involve most of the kids. Overall, these adults rated the curriculum support package poorly with an average rating of 1.50 for age appropriateness, 2.33 for interest and appeal, and 2.33 for student involvement (see Table 5).

Table 5. Rating Scores from Other Parents/Community Members*

Question	N*	Percent of respondents selecting each rating score (%)			Average Rating
		Not at all (1)	For Some (2)	For Most (3)	
Age Appropriateness	6	67%	17%	17%	1.50
Interest & Appeal	6	0%	67%	33%	2.33
Student Involvement	6	0%	67%	33%	2.33

*number of responses.
NOTE: percentages may not add up to 100% due to rounding.

Written Comments
Several of these adults provided detailed written feedback. Their comments can be grouped into the following five categories: overall value and approach of curriculum; age appropriateness; content changes or additions; role of parents; and implementation of the curriculum. The following is a summary of their input.

Overall value and approach of curriculum support package:
General comments regarding the curriculum included:

> *"Program is very informative and age-appropriate; encourages participation which enhances knowledge."*

> *"I understand that Board and Public Health personnel have worked very hard on this curriculum. I appreciate their efforts, and thank them….although my comments are also quite critical, I hope that I can be constructive and helpful"*

On being too 'risk' focused:

> *"…the focus should be on truly recognizing young people as capable moral and ethical agents, who can make decisions and should be empowered to do*

* This includes parents with children in Grades other than 5 through 8 and adults with no children but who were interested in providing feedback on the proposed curriculum.

> *so....The curriculum is not presenting incorrect facts, but I feel it is misrepresenting the situation....I feel it is important to more openly acknowledge the complexity of risk and risk-taking decisions....it (the curriculum) should take advantage of their (students') own yearning for independence from outside domination and influence by discussion of the social forces pressuring youth into sexual activity at younger and younger ages....shifting the emphasis from frightening youth to empowering them."*

This same person also suggested some material should be more 'sex-positive', and that *"by delegitimizing their (youth's) sexual desires, and their decisions relative to sexual activity, we only reinforce sex as an 'ideal' site for rebellion."*

Age appropriateness:
The one individual from this group who commented specifically on age appropriateness found the materials to be, on the whole, *'mostly age appropriate'*.

Content of curriculum:
Several individuals were very pleased with the emphasis on relationships and decision-making. However, they felt that *"more could be done to improve the impact and messages of these sections."* Specific suggestions were outlined, for example, providing more ambiguous, realistic and less *'black and white'* decision-making scenarios.

Specific criticisms of the Intimacy Funnel, Feud and IDEAL activities were provided. Feedback also noted that the material was 'heterosexist' and failed to deal with issues of gender, social influence and individual empowerment. Problems with specific biological, STD risk and protection and hygiene facts were also highlighted or debated.

One individual wanted to strengthen and clarify the abstinence messages within the curriculum.

Several individuals were troubled that the issues of sexual assault and abuse are not addressed in the curriculum, *"...at the very least, there should be a formal recognition that these things happen, and information on how youth can get help..."*. Furthermore, one individual pointed out that the curriculum does not address the power dynamics within relationships. Several from this group raised concerns regarding the materials on homosexuality and premarital sex. For example, one parent wrote,

> *"There is an agenda to "normalize" certain sexual behavior (such as, homosexuality, anal sex, sex before marriage). Explain this and compare it to GOD'S WORD (Genesis2:23 Therefore a man shall leave his father and mother and be joined to his wife, they shall become one flesh)."*

This parent felt that all information should be presented in relation to the teachings of the Bible.

Role of parents:
Several from this group would like to know what *'the board-approved videos were for the different grades'*, and suggested parents be given an opportunity to view them. This same group was pleased with the emphasis on encouraging students to communicate with their parents.

Implementation of curriculum:
One individual suggested a Pastor present the sexual education materials to the class.

Another adult suggested the classes by segregated into male and female only classes so as to *'create a more open environment for learning'*.

VI. Summary

Parent Input

Over 130 parents from approximately 40 schools provided feedback regarding the pilot growth and development curriculum. Parents were pleased to provide input into the pilot curriculum as indicated by the number of completed forms and the length and detail of the written comments.

Overall, the Grade 5 to 8 pilot curriculums were rated favourably by parent respondents. The Grade 5 curriculum received the highest ratings. However, all curriculum packages received ratings of 2.50 or higher out of a possible score of 3.00 on the attributes of age appropriateness, ability to interest and appeal to students, and ability to involve students. Very few parents rated the curriculum as 'not at all appropriate'.

The parents' written comments reinforce the curriculum's positive ratings. Overall, comments were very positive with respect to the material's age appropriateness and ability to interest and involve students. Parents described the curriculum as excellent, reasonable, valuable, well rounded and very needed.

There were a few parents who were not pleased with the curriculum. Those critical of the material felt it was too explicit with respect to sexual activity and did not focus enough on messages of abstinence. These few parents also felt that sexual education was the domain of the family/parent and not an appropriate activity for the schools.

Parents provided specific and detailed suggestions regarding how to interest and involve students. Common suggestions included separating boys and girls when implementing the lesson plans, and providing the teacher with special training on how to present sensitive information.

There were some common likes and dislikes with respect to lesson plan activities. For example, on the whole, parents were positive about the assertiveness, decision-making, support circle, friendship, anonymous question box, and IDEAL sections. On the other hand, a few parents disliked the Intimacy Funnel (Grade 8), Class Feud (Grade 6) and Four Rights (Grade 7 and 8), sections.

Parents also provided detailed suggestions regarding additional curriculum content.

Most parents wanted to be more involved in the development and implementation of the curriculum. Specifically, many parents wanted to receive a copy of the curriculum support package in advance and given an opportunity to review the material with the teacher or other parents.

Community/Other Adult Input

Six parents/adults provided feedback on the curriculum. Five of the six adults rated the materials relatively poorly compared to other parent feedback. Overall, the average ratings were 1.50 out of 3.00 for age appropriateness, 2.33 out of 3.00 for interest and appeal, and 2.33 out of 3.00 for student involvement.

The community/other adult comments ranged from very supportive to very critical of the curriculum packages. Supportive comments felt the material was age appropriate whereas those critical of the curriculum felt the materials were too explicit. Critics of the curriculum also felt that sexual education was the role of the family/church and not the schools.

Specific suggestions regarding content were mixed and included: material being too 'risk focused'; lacking information on sexual assault, homosexuality, the issue of power dynamics within relationships; and lacking connection or congruence with biblical teachings.

VII. Conclusions

Recommendations for Growth and Development Pilot (DRAFT #2)

Overall, the feedback from the parents about the grade 5 - 8 Growth and Development pilot curriculum was very positive. Based on this feedback, representatives of the HWDSB and H-W S&PHSD recommend:

1. That staff from the HWDSB and H-W S&PHSD collaborate in the revisions and implementation of the revised Growth and Development curriculum materials for grades 5 - 8.

The majority of feedback about this jointly developed curriculum pilot has been very positive. PHNs and teachers who participated in the pilot also gave very favourable feedback about this collaboration. After reviewing specific comments and suggestions from parents about the pilot curriculum, a team of teachers and PHNs has incorporated this feedback, wherever possible, into the revised document. The team has worked to maintain research evidence in the approaches of the curriculum.

2. That the definition of abstinence be revised and the 4 Rights statement be replaced.

Comments from parents strongly supported the promotion of abstinence. A number of parents expressed concern about the possible misinterpretation of the 4 Rights statements. This feedback was used to develop a new definition for abstinence and the 4 Rights statements will be removed.

3. That references to types of sexual activity (i.e. oral and anal) will remain excluded from grade 5 and 6 and only be raised in grade 7 and 8 in the context of STD/HIV transmission, and in standardized answers to student questions.

Some parents were concerned about avoiding explicit references to oral and anal sexual activity, especially in grades 5 and 6. These references, which were never part of the grades 5 or 6 materials, will not be added to these grades. However, in relation to the expectations of the Grade 7 and 8 curriculum, it is very important to be clear about the risks of these types of sexual activity in discussions about STD/HIV transmission. These references will remain for grades 7 and 8, where there is an increased chance that some students will be

faced with decisions about engaging in these types of risky behaviour or may be/have been victims of sexual abuse.

4. That school administrators and teachers, in consultation with School Councils and/or parents, be encouraged to consider a variety of options for delivery of the Growth and Development curriculum for grades 5 through 8, especially the anatomy and physiology sections. These options could include same gender classes, same gender teachers and "trades" among teachers. . Other considerations include the maturity of the class and the comfort level of the teacher.

Several parents with children in grade 5 or 6 commented about the lack of readiness for students to address this potentially embarrassing topic in general, let alone with members of the opposite gender. These parents suggested that students in these grades receive this curriculum in same gender classes. A few parents mentioned that a same gender teacher would be preferable. Fewer parents with children in grade 7 or 8 suggested separation of boys and girls for these grades. These comments seem to relate more to sections dealing with anatomy and physiology.

The key issue is the comfort of the teacher with the topic and his/her rapport with the students. The separation of the genders to same gender classes and having same gender teachers are options to be considered along with the teacher's comfort level, teacher rapport with students, and maturity of students.

5. That the learning activities, which promote decision-making and skill development, be maintained in the curriculum support package.

Comments from parents strongly supported the skill-based learning activities. Several parents mentioned the IDEAL decision-making model, friendship activities, assertiveness, refusal skills and active listening activities. Parents also supported activities that included role-plays, scenarios and an anonymous question box.

6. That teachers and PHNs delivering this curriculum be offered training to increase their knowledge, skill and comfort level with this topic.

A number of parents stressed the importance of trained and comfortable teachers delivering this curriculum. Several parents stated that they supported the use of outside professionals such as the PHN. Both teachers and PHNs should have increased opportunity for professional development sessions to increase knowledge and comfort with the topic. There could be negotiations among teachers and principals at the school level to support experienced teachers mentoring less experienced ones. Inservice should be offered and available for interested teachers to attend to understand current delivery strategies and new ideas for Growth and Development curriculum delivery.

7. That learning activities that received negative or mixed feedback should be carefully reviewed and considered for revision or exclusion from the curriculum. Likewise, parent suggestions for revisions or additions are to be considered in the revision process, provided they meet curriculum expectations.

A number of parents expressed concern about 3 of the 50 learning activities in the package. The 3 activities were The Class Feud, Pink and Blue and Intimacy Funnel. There was also some mixed feedback about the Wordsearch, Autograph and detailed diagrams. Many useful edits and suggestions were made by parents, e.g. introducing small group discussion option for classes where students are uncomfortable. In order to meet the Ontario Curriculum expectations as specified by grade, a number of these suggestions will not be feasible, e.g. discussing condoms in grade 5, foregoing STDs and pregnancy prevention to discuss abstinence only, introducing Bible references, avoiding any discussion of decision-making involving alcohol and sexual activity.

8. That more information about the curriculum expectations/activities as well as more opportunity for discussion/questions be offered to parents, well in advance of the curriculum implementation.

Most parents expressed a strong desire for more information about the curriculum expectations for each grade and improved communication with teachers about this curriculum support package, including the specific activities that would be offered. Parents requested this information well in advance of the offering of the curriculum to their children. The Board will re-emphasize the need for this communication through an Administrative Memorandum. However, there should be more promotion to parents of the sexuality/communication workshops for parents or School Councils offered by school PHNs. Staff of the HWDSB and S&PHSD will look at developing a grade by grade parent package to help parents address this topic and open up lines of communication with their children. Templates can be provided for schools to adapt, according to their own needs.

9. That the curriculum support package be colour coded for grade (ie. lessons, standardized answers) and also for materials that are teacher or PHN reference only.

There is the potential for confusion and possible use of teacher/PHN reference materials for students or materials for a different grade than intended. Colour coding of these materials will assist in minimizing any possible confusion with the use of this large document.

Appendix A – Feedback form

6-25

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
AND
CITY OF HAMILTON/REGION OF HAMILTON-WENTWORTH
SOCIAL & PUBLIC HEALTH SERVICES DIVISION

FEEDBACK TOOL FOR PARENTS REVIEWING GROWTH AND DEVELOPMENT LESSON PLANS FOR GRADES 5-8

Please answer the questions on this form. You will find it helpful to have the attached excerpts from the health and physical education curriculum document, outlining the expectations for each grade under "growth and development" with you as you review the lesson plans. Complete one form for each grade level reviewed.

I have _____(number) children.
I have children in grades 5, 6,7, and/or 8 _____yes _____no

Gender	Grade	School
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

I have reviewed the lesson plans for Grade _____ (5, 6, 7 or 8).

1. Keeping in mind the curriculum expectations for this grade, please circle the number that expresses your comments about the learning activities in the lesson plans, regarding how appropriate they are for this age/grade.

1 _____ 2 _____ 3

not at all age appropriate | **age appropriate for some of the kids** | **age appropriate for most of the kids**

Comments:

2. Please circle the number that expresses your comments about the learning activities for their ability to interest and appeal to most students in this age group

1 _____ 2 _____ 3

not at all interesting | **interesting for some of the kids** | **very interesting for most of the kids**

Comments:

3. Please circle the number that expresses your comments about the activities for their ability to actively involve students .

1	2	3
does not involve students	**involves some of the kids**	**actively involves most of the kids**

Comments:

Parents' Needs as Primary Sexual Heath Educators of their Children

1. What information about Growth and Development would assist you as a parent of children in this age group (grades 5-8)?

2. How would you best like to get this information? (e.g., suggested readings, pamphlets, books, articles, information about curriculum for each grade, workshops, parent discussion groups)

Overall comments:

Thank you for your assistance!

Parent Name _____ (please print)

Signature _____

Date _____

Appendix B – Covering Letter

March 2000

Parent review of the draft Growth and Development Lesson Plans for Grades 5-8

Dear Parent:

Staff in the Hamilton Wentworth District School Board and the Social and Public Health Services Division appreciate the time and effort you are spending to review these draft lesson plans. We value the input of parents in the development of these lesson plans. Although we have had some parent feedback, we welcome additional feedback. Please note that these lesson plans, jointly developed by Board staff and Public Health Nurses, address only the Growth and Development expectations of the Health and Physical Education curriculum.

To assist you in this review, we have attached:

- relevant excerpts from the document Ontario Curriculum – Health and Physical Education, Grades 1-8
- a evaluation tool to collect your feedback for the lesson plans for each grade reviewed

When you have completed your review, please return this package and the completed feedback tool(s) to the Public Health Nurse at your children's school, who will forward your feedback to the nurses that are developing the lesson plans. It would be appreciated if you return this package within one week of receiving it.

Thank you again for your input.

Sincerely,

Leanne Siracusa,
Sexual Health Program Manager,
Youth & Mental Health Branch,
Social & Public Health Services Division

Appendix C - Total Number of Parent Responses by School and Grade Level

School	Total # curriculum packages reviewed	Grade 5	6	7	8
Adelaide Hoodless	8	2	2	2	2
Ancaster Sr.	5			1	4
Balaclava	3	1			2
Bellmore	2	2			
Billy Green	1				1
Burkholder	1			1	
C. H. Bray	2	1			1
Cardinal Heights	2		2		
Central Park	3	2	1		
Dalewood	5		1	2	2
Dr. Davey	4	2	2		
Dundas District	6			5	1
Earl Kitchener	4		2	2	
Fessenden	3	2		1	
Flamborough Centre	2			1	1
G. L. Armstrong	2			1	1
G. R. Allen	5	2	1	1	1
Guy Brown	1	1			
Hampton Heights	1			1	
Helen Detwiler	1	1			
Holbrook	1	1			
Janet Lee	2		1	1	
Lawfield	4	1	1	2	
Lynden	5	2	1	1	1
Mary Hopkins	4		1	2	1
Memorial	4		2	1	1
Millgrove	3	3			
Monsigneur de Laval	1		1		
Mountainview	1	1			
Norwood Park	1				1
Pleasant Valley	3	2	1		
Richard Beasley	2	1	1		
Rousseau	7	2	4	1	
Ryerson	4		4		
Seaton	3			1	2
Sherwood Heights	1	1			
Tapleytown	5			3	2
Viscount Montgomery	5	4	1		
W. H. Ballard	2	1			1
Westview	1		1		
Yorkview	1	1			
Unknown	10	4	2	3	1
TOTAL =	**131**	**40**	**32**	**33**	**26**
Percent of total responses by grade (%)		**31%**	**24%**	**25%**	**20%**

Date of Issue: December 2000 A.M. CS - 2

Administrative Memo

TO: Elementary and Secondary Administrators
Health and Physical Education Department Heads

FROM: Executive Council

RE: **Mandatory Requirements of the Health and Physical Education *Ontario Curriculum*, specifically Growth and Development**

ELEMENTARY SCHOOLS

COMMUNICATION TO PARENTS

The *Ontario Curriculum Grades 1 - 8, Health and Physical Education*, (page 10) indicates that in regard to the Growth and Development component of the Healthy Living strand:

> **Because of the sensitive nature of these topics, parents and guardians must be informed about the content of the curriculum and the time of delivery.**

The requirement to inform parents of the curriculum content and time of delivery relates to the program from Grade 3 to Grade 8, where expectations related to human sexuality are part of the curriculum. It is also clear from discussions that have occurred at Board level that the trustees expect schools not only to inform parents of the content of the curriculum, the resources which will be used to deliver the program and the time of delivery, but also to offer parents an opportunity to review the relevant resources and to discuss the program with teachers. Therefore, schools will ensure that following communication strategies are in place:

1. The information letter (see template attached as Appendix 1) signed by the school administrator must be sent home to parents **well before** the teacher begins instruction in this area. The return portion of the form with the parent's signature is collected to ensure that parents are aware of the intended instruction.
2. Schools must also offer an information session for parents OR an opportunity for parents to preview the resources to be used in the delivery of instruction before instruction begins.

Public Health Nurses will offer assistance to schools with this section of the curriculum, but in keeping with our protocol (attached as Appendix 3), the Public Health Nurses expect that an information letter and an information session for parents precede their involvement in classrooms. In many cases the PHN's are willing to be part of the information session as well.

PROGRAM DELIVERY

It is a site-based decision as to how the mandatory Ontario Curriculum expectations will be delivered at a specific grade level in a school. Schools may wish to deliver gender specific sessions or deliver the material to the entire class grouping. Teachers may wish to augment their lessons by using Board -developed resources or materials written by provincial associations such as OPHEA. The School Council can offer valuable advice to schools making these program decisions in light of community needs and interests

Schools must recognize and respect the cultural, religious and family traditions and values that young people inherently bring to the classroom around puberty and sexuality issues. These individual differences coupled with diverse levels of student maturity offer a challenge to those delivering the curriculum. Therefore it is vital that age-appropriate material is delivered and addressed at the.expected grade level. However, it is important to note that the Board recognizes the right of parents to withdraw their child(ren) from this segment of the curriculum because of strongly held religious and cultural values or concern for individual student maturity and parents who express such serious concerns should be informed by the school of their right to withdraw their child from this instruction.

The Hamilton-Wentworth District School Board
100 Main Street West, Hamilton, ON L8N 3L1 Telephone: (905) 521-2501
Fax: (905) 521-2539

SECONDARY SCHOOLS

It is important to note that *The Ontario Curriculum, Grades 9 and 10: Health and Physical Education* (p.5) indicates the following in regard to the curriculum components:

"All components of the health and physical education curriculum help students develop a healthy active lifestyle while in high school and the ability to maintain it after graduation. Nevertheless, on the written request of a parent, or of a student aged eighteen or older, the right to withdraw from any component of a health or physical education course shall be granted, where such a component is in conflict with a religious belief held by the parent of a student. Where such withdrawal involves a significant portion of the course time, an equivalent component of work in health and physical education shall be scheduled for the student."

Parents and students aged eighteen or older must therefore be informed of the curriculum expectations related to human sexuality. Based upon previous discussions at the Board level with regard to these areas of instruction, there is an expectation that there will be consistency at the school level in informing parents not only of the content of the curriculum but also the resources which will be used to deliver the program and the time of delivery. Parents must be offered the opportunity to review the relevant resources and to discuss program with teachers.

Attached, as Appendix 2 is a sample letter which fulfills the mandatory requirements in the policy document and provides consistency. This letter is for principals to use or revise as they see fit to meet the specific needs of individual school communities. This letter could be attached to the course of study information given to students at the beginning of the course.

In addition, teachers planning field trips, for example to a Health Centre, would be required to have the appropriate Student Forms completed.

Elementary Letter **APPENDIX 1**

School Letterhead

(**Indicate Date**)

Dear Parent/Guardian:

In the near future, your child will begin a unit on Healthy Living - Growth and Development. The purpose of this letter is to inform you of the topics that will be covered and to provide you with an opportunity to learn more about the program before your child commences these studies on (**indicate date**).

The following expectations of the Ontario Curriculum will be covered in the Grade (**specify grade level program**):

- List first the **overall expectation(s)** and then the **specific expectations** directly from the Ontario Curriculum

The resources indicated below will be used to assist with the delivery of this program:

- List any **print materials** (such as the Growth and Development Support package, the OPHEA Resource document), **Board videos** or **other resources** (e.g. Public Health Nurse – include name and phone number)

Parents are invited to attend an information session (OR review the resources for this program) on (**indicate date, time and location**)

As the Ontario Curriculum indicates, "Parents and guardians are the primary educators of their children. As children grow and develop relationships with family members and others, they learn about appropriate behaviours and values, as well as about sexuality. They are influenced by parents, friends, relatives, religious leaders, teachers, and neighbours, as well as by television, radio, videos, movies, books, advertisements, music, and newspapers. School-based programs add another important dimension to a child's ongoing learning about sexuality" (page 10). This unit offers you, as the most significant shaper of your child's values and behaviours, the chance to discuss the classroom lessons and consider them in light of your own family and religious beliefs.

Please feel free to contact the school (**indicate phone number**) if you have questions or concerns regarding the upcoming unit.

Sincerely,

_____ _____

Principal's Signature Teacher's Signature (optional)

Please complete and return this tear-off slip to (**indicate contact person**) by (**indicate date**)

Name of Child: _____ Class: _____

I have received the letter and am aware that my child will be participating in lessons on the Growth and Development component of the Healthy Living strand of the Ontario Curriculum during (**indicate time frame**).

_____ _____

Parent/Guardian Signature Date

☐ Yes ☐ No I will be attending the information session on (**indicate date**)

☐ Yes ☐ No Since I cannot attend the information session and would like the opportunity to review the materials, I will be contacting the school to make arrangements to view the resources at another time.

Secondary Letter **APPENDIX 2**

School Letterhead

(Indicate Date)

Dear Parent Guardian:

"All components of the health and physical education curriculum help students develop a healthy active lifestyle while in high school and ability to maintain it after graduation. Nevertheless, on the written request of a parent, or of a student aged eighteen or older, the right to withdraw from any component of the health and physical education course shall be granted, where such a component is in conflict with a religious belief held by the parent of student. Where such withdrawal involves a significant portion of the course time, and equivalent component of work in health and physical education shall be scheduled for the student."

As part of the Health and Physical Education Curriculum, your child will be participating in the Healthy Growth and Sexuality component within the healthy Living Strand.

The following expectations will be covered in the Grade 9/10 program.

Grade 9

Overall expectation

- explain the consequences of sexual decisions on the individual, family and community

Specific expectations

- identify the developmental stages of sexuality through life
- describe the factors that lead to responsible sexual relationships
- describe the relative effectiveness of methods of preventing pregnancies and sexually transmitted diseases (e.g., abstinence, condoms, oral contraceptives)
- demonstrate understanding of how to use decision-making and assertiveness skills effectively to promote healthy sexuality (e.g., healthy human relationships, avoiding unwanted pregnancies and STD's such as HIV/AIDS)
- demonstrate understanding of the pressures on teens to be sexually active
- identify community support services related to sexual health concern

Grade 10

Overall expectations

- explain strategies to promote positive lifestyle choices and relationships with others
- demonstrate understanding of the factors affecting human sexuality as it relates to themselves and others

Specific expectations

- describe environmental influences on sexuality (e.g., cultural, social and media influences)
- explain the effects (e.g., STD's, HIV/AIDS) of choices related to sexual intimacy (e.g., abstinence, using birth control)
- identify available information and support services related to sexual health concerns
- demonstrate how to use decision-making skills effectively to support choices related to responsible sexuality

The resources indicated below will be used to assist with delivery of this portion of the program.

- Video/media presentation
- Guest speaker
- Field trip

Please feel free to contact the Health and Physical Education Department Head at your school if you have questions or concerns regarding the curriculum or if you wish to preview a resource.

Sincerely,

Principal

Department Head

GUIDELINES FOR PHN GROWTH AND DEVELOPMENT PRESENTATIONS

ELEMENTARY SCHOOLS

PREPARATION BEFORE DELIVERY

- Teachers are encouraged to utilize **PH Services** as outlined in the Program Guide in a classroom or consultation role.
- The teacher and PHN discuss specific aspects of Ontario Curriculum to be delivered and the specific needs of the class/individuals, ensuring content, resources and approaches are grade appropriate.
- The teacher and PHN negotiate mutual roles, with a plan that the teacher will always be present.
- Principals are to send letters to parents, outlining content/resources to be used with name/phone number of teacher and PHN for further info (when PHN delivers classroom sessions).
- Information letter includes invitation to parents to view resources in advance and/or at an information session with teacher and the PHN (include days available if part-time) if appropriate.
- Information letter is to be sent out with sufficient notice for parent follow-up (e.g. 2 weeks).

DELIVERY OF CURRICULUM

- **PHNs are available for classroom sessions** as outlined in the Program Guide.
- At the discretion of teacher/principal, the PHNs could assist with/deliver sessions to classes.
- Principals/teachers are encouraged to consider several options when deciding on whether classes will be co-ed or gender specific. Decisions are based on input from school council, parents, staff, and take into account emotional maturity levels of their students.

STUDENT QUESTIONS

It is suggested

- Teachers collect in a box, anonymous questions from students, which will be answered (using standardized answers), by the PHN in a summary session.
- Teachers and PHNs should try to protect the confidentiality of the student asking questions in order to encourage the asking of what maybe perceived as "stupid" questions and to avoid the (perceived) stigmatization of a student (Refer to the teacher reference document from Niagara Regional Health Department, "A Guide to Talking About Puberty").
- The teacher could ask students to type questions in computer class to protect confidentiality (e.g. recognition of handwriting).
- If the question box is used for anonymous questions, students' questions are to be reviewed in advance of Q&A session by the teacher and PHN to prepare responses.
- Standardized answers are linked to curriculum expectations for that grade.
- For other questions the teacher and PHN are to use their judgment and exercise caution in responses to questions that relate to content at higher-grade levels. In this situation, the teacher and PHN should clearly state that the question is not appropriate for this grade level and students should be encouraged to discuss this question with parents or guardians.
- Students should be given facts and correct terms in a matter-of-fact, objective approach.
- In some situations, the teacher and PHN can choose not to answer the question but state the question (or inform students other questions were received) and encourage the students who want these answers to discuss this with their parents/guardians.
- In situations where students appear to be "testing" presenters/seeking attention through written or spontaneous questions, the presenters do not need to answer the question.
- If the teacher and PHN choose to answer spontaneous questions after the question box, their answers should adhere to the same guidelines outlined above.

Video support resources must be accessed through the H.W.D.S.B "Media-Net" grade appropriate Growth and Development Catalogue.

SECONDARY SCHOOLS

NOTE: Because of the developmental stage of adolescents, the Grade 9 and 10 Healthy Growth and Sexuality Strand would be best delivered in a same-sex classroom structure with a resource person(s) of the same gender

PREPARATION BEFORE DELIVERY

- teachers have the option of working with the school PHN, on a consultation basis only or may also involve the PHN directly in classroom session(s)
- the teacher and PHN discuss specific aspects of the new curriculum to be delivered and the specific needs of the class/individuals, ensuring content, resources and approaches used are grade appropriate
- the teacher and PHN negotiate mutual roles, with plan that the teacher always be present
- information letters are sent to parents, outlining content/resources to be used with name/phone number of department head and PHN for further info
- information letter includes invitation to parents to review resources in advance
- information letter to be sent out with sufficient notice for parent follow-up, e.g. two weeks

DELIVERY OF CURRICULUM

- teachers should be aware of their own comfort level in answering questions and make use of available resources and support, if necessary
- teachers may wish to collect *anonymous* questions in a box from the students, which will be answered by the PHN in a summary session
- teachers and PHNs should try to protect the confidentiality of the student asking the questions
- if the question box is used for anonymous questions, these questions should be reviewed by the teacher and PHN to prepare responses in advance of Q &A session
- responses are to link to curriculum expectations for that grade
- teacher and PHN are to use their judgment and exercise caution in responses to questions which are inappropriate to respond to publicly
- all questions should be answered with the greatest of sensitivity to religious beliefs, values and student developmental stage
- students may be encouraged to discuss unanswered questions with parents/guardians, teacher or PHN on an individual basis
- questions should be answered with facts and correct terms in matter-of-fact, objective approach
- spontaneous questions should be answered adhering to the same guidelines as above

USE OF TEACHING RESOURCES (e.g. VIDEOS)

- videos or teaching resources identified and used to complement the curriculum must be in keeping with Board policy

APPENDIX 4

Healthy Living Strand of the Health and Physical Education Ontario Curriculum: Guidelines for Elementary School Administrators

School administrators **must** play a significant role in facilitating **successful** implementation of this mandatory section of the Ontario Curriculum. In articulating **the key objectives** of such instruction, principals should emphasize the following:

- The expectations for the program are outlined in the Ontario Curriculum that is a province wide curriculum with grade specific knowledge and skills outlined for each grade. Information will be presented sensitively and age-appropriately.
- The major instructional purposes of the program in the Hamilton-Wentworth District School Board are as follows:
  1. To encourage sexual health enhancement and responsibility.
  2. To promote the postponement of sexual activity (promoting abstinence)
  3. To prevent sexual health problems
- That the school recognizes the family/home as the most significant influence in the development of a child's values and behaviours related to human sexuality.
  1. Therefore the school wants to ensure that parents are adequately informed about the content and the timing of instruction so that the home can support and work with the school over the period of instruction.
  2. Parents and the School Council may be involved in some of the decisions related to the delivery of the unit (e.g. some instruction/discussion differentiated by gender) if feasible.
  3. The school respects the values, beliefs, personal philosophies and faiths of the students and the families within the school; in respect of diversity within the Board, the school does not promote any specific belief system but will clearly direct students to discuss matters connected with religious or cultural beliefs and values concerning human sexuality with their parents and to consider any information they are receiving in light of their family's values throughout the unit.
  4. Parents have the right to withdraw their child from any portion of this program on Human Growth and Development should they feel that the program is not suitable for their child on the basis on individual maturity or family religious and /or cultural beliefs.

Principal's Responsibilities

1. **Communication**
   - Ensure that the parent letter is distributed to all parents and that the form is returned indicating parental awareness of the instruction before the instruction begins.
   - Ensure that parents have the opportunity to view the materials of the unit (lesson plans, resources such as videos, etc.) and to discuss the program with the teacher or presenter (Public Health Nurse). This may involve an information session prior to delivery of the unit or for those parents who cannot attend such a session, the opportunity at another time at their convenience to review the materials.
   - Principals as well as teachers need to be able to articulate the purposes of instruction to parents and the community (as above) as well as describe the scope and sequence of the program over the Grade 5 to Grade 8 years.
2. **Curriculum Management**
   - Ensure that the program as delivered by the teaching staff addresses the grade-appropriate expectations from the Ontario Curriculum (Grade 3, 5, 6, 7, and 8)
   - If resources are to be used, ensure that the resources match the curriculum expectations and that the staff and parents have the opportunity to review these resources before they are used. Administrators need to differentiate between "teacher resources" and "student resources", especially when presenting the materials to parents. If, for example, the Board Support Package is being used, it is important to note that the Questions and Answers for each grade level are only used IF a student asks a particular question. If the question is not asked, then the information is NOT shared with students.
   - If feasible, discuss the delivery of the program with parents (e.g. will lessons be segregated by gender?) and try to accommodate parental concerns. It is important to note that this is not always possible or desirable (e.g. ensuring that a male teacher instructs the boys while a female teacher instructs the girls, using a video resource which is not licensed for public viewing in the Board, etc.)
   - Principals **must** work with parents who have concerns about the unit for their child. Sometimes accommodations for specific needs can be made for a particular child that will solve the concern. However, when instituting accommodations for a student, administrators and teachers need to ensure that the curriculum expectations are addressed for other students in the class. Parents can withdraw their child if there is no mutual compromise available and this right should always be respected.

#7(a)

Approved for distribution by the Director.

Signature: M Matier

Date: Jan 26/01

MEMORANDUM

TO: Merv Matier, Director

FROM: Marguerite Botting, Superintendent of Instructional Services

DATE: 2001 01 31

RE: **SPECIAL CLASS/PROGRAM LOCATIONS**

RECOMMENDATION:

Moved by _____ that the "Special Class/Program Locations Policy" be approved.

The Special Class/Program Locations Policy has been reviewed by the following:
Education Committee on November 02, 2000
S.E.A.C. on December 20, 2000
J.A.C. on January 09, 2001
Executive Council Planning Meeting on January 23, 2001

All changes are highlighted: J.A.C. in **bold**, and Executive Council in *italics*.

The draft policy, which you have before you, was initiated in concept as we consolidated special classes in June, 1999. At that time, some special classes were moved from schools because classrooms were needed and space was no longer available for the special class. As these special classes were relocated in different schools with more space, discussion about the "best location" developed.

Every decision must be guided by many factors: an exceptional student's best interest, available school space, transportation routing, funding, etc. This policy recognizes the many factors, which must be analyzed as part of the decision-making process for the location of special classes.

MB:a

7(a)-1

Policy No. 000

SPECIAL CLASS/PROGRAM LOCATIONS

Date Approved: 00/00 **Projected Review Date: 00/00**

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board that the special learning needs of all students, wherever possible, be addressed within the home school. When determining the locations for all elementary and secondary school special classes, a number of approved criteria must be analyzed and considered as part of the decision-making process.

RESPONSIBILITY: **Superintendent of Instructional Services**
Superintendent of Education
Superintendent of Plant *Services*

OPERATING PROCEDURES:

1. "When making a placement decision on a referral, the I.P.R.C. committee shall, before considering the option of placement in a special class, consider whether placement in a regular class, with appropriate special education services (a) could meet the pupil's needs; and (b) is consistent with parental preferences." Regulation 181/98 Section 17(1)

2. "If, after considering all of the information obtained by it or submitted to it ...that it considers relevant, the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class. Regulation 181/98; Section 17(2)

3. "That the special learning needs of all students, wherever possible, be addressed within the home school." (HWDSB) Guiding Principle (May 25, 2000)

When determining the locations for all elementary and secondary school special classes, the following issues must be considered:

1.0 EDUCATIONAL NEEDS

1.1 There must be a case-by-case consideration made for each student to determine if it is in the student's best interest to remain in the current special class.
1.2 Highly specialized/low incidence programs, wherever possible, should be placed in one **grouping** of schools that facilitates the transition from **primary to junior to intermediate to senior**. (e.g. Primary and Junior Autistic Classes; Junior and Intermediate Developmental Classes.) This provides a sense of consistency and consolidation of the program for the students and recognition by school staff of their needs, learning styles and special considerations that must be in place.
1.3 The number of special classes in schools with limited enrolments should be limited to maximize integration opportunities without taxing the same class/teacher. There must be a choice of classes, at appropriate grade levels, into which each student can be integrated.

1.4 The allocation of special classes and/or special support personnel at the primary level should reflect our Board's support of early intervention.
1.5 The types of special classes and support programs must reflect system needs.
1.6 For consistency and stability of educational programs, Special Education Programs should remain in schools where they have been located and only relocated through criteria developed by the Superintendent of Instructional Services, and with the approval of the assigned Superintendent of Education.
1.7 When a school is unable to adapt programs to meet the needs of a ***student, the Board will offer a continuum of special class placements***.

2.0 TRANSPORTATION

2.1 Students will be placed in the nearest special class to their home **and one** that best meets their needs, ***as per guidelines provided in the Transportation Policy.***
Executive Council recommends 2.2, 2.3, 2.4 be deleted.
2.2 Students with severe physical/special conditions must have their needs taken into consideration when determining transportation routes, the length of the trip to and from school, and the appropriateness of the vehicle.
2.3 In the interest of safety, training should be provided for all drivers who transport children with severe/profound health, physical, emotional and/or communicational issues.
2.4 Whenever possible and appropriate, special class students who attend their own home school should use the same method of arriving at school as their regular class peers.

3.0 ACCOMMODATION

3.1 For specialized exceptionalities requiring physical modifications to the school or classroom environment, special classes should remain stable for many years (refer to Educational Needs, item #6)
3.2 Within a cluster of schools, a pathway from Primary to Junior to Intermediate to Secondary should be established so that students will be able to change schools with their classmates throughout their school career.
3.3 *In order to inform the system, the HWDSB support for a Pathway school concept will be discussed with* parents, SEAC, community agencies, and community partnerships of the support of the HWDSB for a Pathways school concept. This can be accomplished through cluster principal meetings, system administrator meetings, Principal Advisory Team meetings, individual school staff meetings, and manger meetings. *Executive Council recommends removing this section* - A brochure listing the current Pathways Schools will be developed and updated each year for distribution within the system, to parents, and the community and will be a collaborative effort of the Plant and Instructional Services departments. The Pathways Schools will also be identified in the HWDSB web page.
3.4 Special classes may only be placed in portables with the prior consent of the assigned Superintendent of Education.
3.5 The number of special classes assigned to a school should be minimized when one of them is a Behavioural Class.
3.6 The maximum number of *exceptional* students in a *special* class should be kept within determined HWDSB maximum limits.
3.7 "An effort should be made to provide barrier-free schools for all staff, students, parents and community members, regardless of their physical needs." When expertise, specialized equipment, or a safe, secure environment is not available, as determined by the parents and the school principal, parents will be given a choice regarding an alternate site, a "Pathways school." (HWDSB Policy 4.03)
3.8 In the building of new schools and major renovations, accommodations will take into account special education program needs. There *are prerequisite* discussions to ensure that the design of the building addresses these needs as conveyed through the Superintendent of Instructional Services.

Reference: Regulation 181/98 Section 17 (1-2)

#7(b)

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
DECEMBER 20, 2000

Moved by _____, seconded by _____: That the Report of the Special Education Advisory Committee dated December 20, 2000 be approved.

1. Draft Policy: Location of Special Classes/Programs

It was moved by B. Shields: That the draft policy for Location of Special Classes/Programs be approved by the Special Education Advisory Committee with the understanding that instructional procedures will be an extension of this document.

URBAN
MUNICIPAL

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EDUCATION COMMITTEE
Thursday, March 1, 2001

CA3 ON HW W26
A33E
2001

URBAN MUNICIPAL
MAR 13 2001
GOVERNMENT DOCUMENTS

7:00 p.m. **A G E N D A** **7:00 p.m.**

1. Call to Order — E. Johnstone
2. Approval of the minutes – February 1, 2001 minutes not available
3. Business Arising from the Minutes
4. Approval of Agenda

DELEGATION:

5. Hamilton-Wentworth Family Action Council re Growing and Developing curriculum

ACTION ITEMS:

6. Annual Report of the Adult-Based Continuing Education and Training Corporation (ABC...) — M. Matier
7. School Council Policy — C. Reid
8. Moratorium in Psychological Services — M. Botting
9. Draft Policy: Blood Borne Pathogens — K. Croxall
10. 2001-2002 Hamilton-Wentworth District School Board EQAO Action Plan for Improvement in Mathematics, Reading and Writing based on Grade 3 & 6 EQAO Results (Reviewed January 2001) — K. Croxall
11. Growth and Development Support Package — K. Croxall
12. Report on Alternative Education — J. Wibberley
13. Verbal Report re Secondary Pass/Fail Rates — J. Wibberley
14. Staffing Report – Full Time Equivalent Positions (*will be distributed at the meeting*) — D. Grant
15. Request for verbal comment re: Occasional Teachers — J. Bishop
16. Request for verbal comment re: Reduced School Day — J. Bishop

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

7. Public Questions for Clarification regarding tonight's meeting.

Future Meetings:

Special Meeting of the Business Committee	March 3, 2001	9:00 a.m.
Special Meeting of the Business Committee	March 5, 2001	7:00 p.m.
Business Committee	March 8, 2001	7:00 p.m.
Special Meeting of the Business Committee	March 19, 2001	6:00 p.m.
Board	March 22, 2001	8:00 p.m.
Special Education Advisory Committee	March 28, 2001	7:00 p.m.
Special Meeting of the Board	March 29, 2001	6:00 p.m.

D E L E G A T I O N

EDUCATION COMMITTEE
2001 03 01

#5

Hamilton - Wentworth
Family Action Council
DEDICATED TO PRESERVING FAMILY VALUES
BOX 105, BINBROOK, ONTARIO
L0R 1C0

OFFICE OF THE
FEB 16 2001

February 16, 2001

Hamilton-Wentworth District School Board
100 Main Street West
Hamilton, Ontario
L8N 3L1

Re: **Delegate Status Before Education Committee on March 01, 2001**

Att'n: Merv Matier, Director and Secretary of the Board

Dear Mr. Matier

I wish to apply for delegate status before the Education Committee on Thursday March 01,2001. The item I wish to address is the **revised** sex-ed curriculum `Growing and Developing'. This curriculum was developed by Public Health in consultation with your staff.

As you are aware, the original draft of this curriculum was controversial due to the graphic nature of some sessions and contained serious medically inaccurate information. This revised edition has removed or softened some of the graphic material and corrected or eliminated some of the medical inaccuracies. Unfortunately significant **new** issues and inaccuracies have been added.

During this 15 minute presentation I will point out some of the improvements and as well address some of the concerns. Following the presentation I will be pleased to respond to any questions or comments. I believe it is important that trustees hear our concerns prior to implementation of the curriculum rather than after the fact, which was the case last year.

I will be pleased to provide you with a package of the material to be used during the presentation upon your request. I do request adequate notice to prepare.

In Family service,

Jim Enos

Jim Enos
Parents of 2 children attending HWDSB
Chair, Sex-Ed Committee
Vice-President
Hamilton-Wentworth Family Action Council
B 528-8761
H 383-2282

(5-1)

Will

Skill

Direction

(5-2)

RECOMMENDATIONS REGARDING SEXUAL HEALTH EDUCATION PROGRAMS

April 08, 1999

It is recommended that the Hamilton-Wentworth District School Board consider the policy which was employed by U.S. Congress in 1996. (Personal Responsibility and Work Opportunity Reconciliation Act of 1996, Section 912) The Congress set aside funding to be allocated **only** to abstinence programs that :

- has as its exclusive purpose teaching the social, psychological and health gains to be realized by abstaining from sexual activity;
- teaches that abstinence from sexual activity outside marriage is the **expected** standard for all school-age children;
- teaches that abstinence from sexual activity is the **only** certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems;
- teaches that a mutually faithful monogamous relationship in context of marriage is the **expected** standard of human sexual activity;
- teaches that sexually activity outside of the context of marriage is likely to have harmful psychological and physical effects;
- teaches that bearing children out of wedlock is likely to have harmful consequences for the child, the child's parents, and society;
- teaches young people how to reject sexual advances and how alcohol and drug use increase vulnerability to sexual advances; and
- teaches the importance of attaining self-sufficiency before engaging in sexual activity

* These recommendations can be fulfilled in conjunction with The Ontario Curriculum, Grades 1-8, Health and Education, 1998, page 19;

Specific Expectations

Students will:

Growth and Development

explain the importance of abstinence as a positive choice for adolescents

* These recommendations should be reinforced (in greater depth) through grades 9-12

Respectfully Submitted

Jim Enos
297 Crerar Drive
Hamilton, Ontario
L9A 5B7
383-2282

Jim Enos

(5-3)

Overall Expectations

By the end of Grade 7, students will:

- relate healthy eating practices and active living to body image and self-esteem;
- describe age-appropriate matters related to sexuality (e.g., the need to develop good interpersonal skills, such as the ability to communicate effectively with the opposite sex);
- explain how harassment relates to personal safety;
- apply living skills to deal with peer pressure related to substance use and abuse.

Specific Expectations

Students will:

Healthy Eating

- examine the effects of healthy eating and regular physical activity on body size and shape, and on self-esteem;
- describe how our body image influences our food choices;
- identify factors affecting healthy body weight (e.g., food intake, growth spurts, physical activity/inactivity);

Growth and Development

- explain the male and female reproductive systems as they relate to fertilization;
- distinguish between the facts and myths associated with menstruation, spermatogenesis, and fertilization;
- identify the methods of transmission and the symptoms of sexually transmitted diseases (STDs), and ways to prevent them;
- use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;
- explain the term *abstinence* as it applies to healthy sexuality;
- identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors);

Personal Safety and Injury Prevention

- describe harassment and identify ways of dealing with it (e.g., by communicating feelings and reporting incidents of harassment);
- identify people and resources that can support someone experiencing harassment;

Substance Use and Abuse

- outline a variety of issues related to substance use and abuse (e.g., the effects of second-hand smoke; the impact of laws governing drug use, including the use of tobacco and alcohol);
- identify and categorize drugs as stimulants, depressants, and hallucinogens;
- apply a decision-making process to make informed choices regarding drug use;
- demonstrate strategies (e.g., saying no, walking away) that can be used to counter pressures to smoke, drink, and take drugs, and identify healthy alternatives to drug use.

Healthy Living: Grade 8

(5-4)

Overall Expectations

By the end of Grade 8, students will:

- adopt personal goals that reflect healthy eating practices;
- identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception);
- identify local support groups and community organizations (e.g., public health offices) that provide information or services related to health and well-being;
- analyse situations that are potentially dangerous to personal safety (e.g., gang violence) and determine how to seek assistance;
- apply living skills (e.g., decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits.

Specific Expectations

Students will:

Healthy Eating

- analyse the effects of undereating (e.g., as a result of bulimia or sports dieting) and overeating (e.g., obesity) on health and well-being;
- identify ways to maintain a healthy body weight (e.g., physical activity);
- adopt personal food plans, based on nutritional needs and personal goals, to improve or maintain their eating practices;

Growth and Development

- explain the importance of abstinence as a positive choice for adolescents;
- identify symptoms, methods of transmission, prevention, and high-risk behaviours related to common STDs, HIV, and AIDS;
- identify methods used to prevent pregnancy;
- apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs;
- identify sources of support (e.g., parents/guardians, doctors) related to healthy sexuality issues;

Personal Safety and Injury Prevention

- analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety;
- identify support services (e.g., the school guidance department, shelters, Kids' Help Phone) that assist victims of violence, and explain how to access them;

Substance Use and Abuse

- outline the possible negative consequences of substance use and abuse (e.g., fetal alcohol syndrome, effects of steroid use, accidents when drinking and driving);
- identify those school and community resources that are involved in education about substance use and abuse, and those involved in preventing and treating substance abuse;
- describe causes and symptoms of stress and positive ways (as opposed to substance use) to relieve stress;
- apply the steps of a decision-making process to address age-specific situations related to personal health and well-being in which substance use or abuse is one of the factors.

...esday 10:30 a.m. -
...une 21 12:00 noon

The keynote addresses were provocative and enjoyable...

W2. Awakening your sexual self: A women's workshop series on orgasm and sexual fulfillment
Workshop leaders will draw on their experience in an 8 week workshop series designed to explore issues contributing to women's orgasm difficulties and the factors that limit women's sexual fulfilment. They will explore the relationship between mind and body and the importance of integrating the two. They will also describe and provide opportunity to experience some body-centred exercises that help women to get into their bodies and achieve orgasm.

Joan Marsman, *Couple and sex therapist in private practice* and **Dot Whitehouse**, *Sex educator and counsellor, therapeutic touch and Reiki practitioner, Toronto*

W3. Promoting emotional and sexual health for people living with genital herpes
One in five sexually active adult Canadians suffers from genital herpes (HSV). In the past 20 years, incidence of genital herpes in teenagers has increased by 500%. Given the lack of a cure for genital herpes, individuals often experience low self esteem, guilt and even depression. The disease affects their sex life, as they are afraid of rejection and of transmitting the virus. This session will showcase a community-based education and counselling program designed to meet the needs of HSV patients. Medical treatments, professional training and coping strategies will also be discussed.

Marie Cloutier, *STD Service Director,* and **Elysabeth Lacombe,** *Sexologist, Centre of Resources, Interventions and Services in Sexual Health, Montreal*

W4. The women's bathhouse experience
This session will bring together a group of women who organized and attended *The Pussy Palace*, Toronto's first women's bathhouse. Panelists will provide a historical overview, outline the purpose of the event and assess its importance and impact on the lesbian and gay community. The speakers will highlight how the bathhouse created new opportunities for women to explore and affirm their sexuality and actively engage in sexual decision making and discussion. Intended for participants with some understanding of lesbian/gay culture and community.

Janet Rowe, *Women's Community Development Coordinator, AIDS Committee of Toronto;* **Carlyle Jansen**, *Workshop Facilitator* and *VP Everything, Good for Her;* **Loralee Gillis**, *researcher, Toronto.*

W5. Talking about sexual health is a healthy thing to do
Most men and women, children and youth are embarrassed or reluctant to discuss questions and concerns related to sexuality. Using examples of particularly tough or complex cases, this session will offer strategies that educators, counsellors and health professionals can use to help their clients open up communication about sexual questions and concerns, ranging from birth control to STDs, and intimacy to sexual functioning. Participants will be invited to raise issues they personally have difficulty discussing with clients and/or those they recognize are difficult for clients to address.

Stephen Holzapfel, *Physician, Family Practice Health Centre, Women's College Hospital, Toronto*
Sponsored by Pfizer Canada Inc.

Great value for the money...

W6. Healthy sexuality for street-involved youth: A peer education perspective
Two formal street involved youth will share the types of educational experiences that have been useful to them, providing participants with insight and assistance in developing creative teaching strategies. This workshop will be presented from a peer educator's perspective, exploring the various styles of teaching and facilitation they have found to be useful in educating their peers about sexual health.

Karen Arthurton, *Youth Worker - AIDS Educator,* **Jane Kennedy**, *Advanced Peer Educator;* and **Rochelle Lauder,** *Peer Educator; Youthlink - Inner City*

W7. Differences in gender development: Implications for sexuality education
Recent literature has suggested that the in utero brain development of male and female fetuses differs, with consequent gender specific influences on life experiences. This session will encourage participants to consider the wide ranging implications of this research on their sexual health education practices, including: teaching formats and strategies; co-ed versus single gender classes; approaches to peer pressure and body image topics; problem solving and decision making skills; and gender differences in conceptualizing sexual relationships.

Sally O'Neill and **Joanne Anderson**, *Sexual health consultants/educators, Healthy Body Talk, Toronto*

W8. Program Evaluation: A strategy to overcome community opposition to sexual health service delivery
Sharing results of outcome evaluation can be used as an effective evidence-based tool to confront community opposition to sexual health programming. This session will share the results of such a project in Hamilton Wentworth and will offer suggestions for implementing a similar program in your community.

Colleen Van Berkel, *Program Manager* and **Adele Lane**, *Public Health Nurse, Hamilton Wentworth Social and Public Health Division*

(5-6)

Does the resource respect and is it sensitive to following factors?:

Yes	No	N/A	Comments – as indicated (eg. Which groups appeal to, limitations)
			race and ethnicity
			religion –is free from religious bias
			various family constellations (e.g. single and two parent families, with step and/or half siblings)
			various socio-economic backgrounds
			both genders - does not promote gender stereotyping
			Disabilities – physical and mental

STANDARDS AND AESTHETICS

1) Quality of Resource:

Wherever applicable, the format of the resource is:

Yes	No	N/A	
			Is of high technical quality
			Is of good quality material, designed for durability
			Is visually attractive
			Includes visuals (pictures, charts, graphs, tables, maps, etc.)
			Includes local community resources, local statistics, local perspectives, when appropriate (consider as an attachment if not included)

(5-7)

The Sun and Your Skin

The sun produces invisible rays known as ultraviolet A and ultraviolet B. Both of these types of rays cause sunburn and sun damage. There is no "safe" ultraviolet light. The amount of sun on your skin from the time you are born until you are eighteen, will be important for the health of your skin over your lifetime. Protecting your skin from the sun will help prevent sun damage and lower your risk of skin cancer.

There are three main ways to **protect your skin from the sun**. First of all, try to spend time in the shade if you are outside a lot. Try not to spend a long time in the sun. The sun's rays are strongest between 10 a.m. and 4 p.m.. Never lie in the sun or try to get a tan. This damages your skin. Secondly, wear a hat when you are outside in the spring, summer, and fall. If you are outside in your bathing suit, put on a T-shirt to protect your shoulders and arms. Lastly, you should wear a sunscreen.

Choose sunscreen that you like the feel of and the smell of. Some sunscreens have no fragrance. Your sunscreen should have an SPF of at least 15. If your skin is pale or you are freckly or have blond or red hair, blue or green eyes, your sunscreen should have an SPF of 30. You will see this number on the box. The sunscreen should also protect your skin against both ultraviolet A (UVA) and ultraviolet B (UVB) rays. This will also be on the box. You should put your sunscreen on every day in the morning, even on cloudy days and in the winter. If you are going to be outside all day, for example, at a track and field day or soccer tournament, reapply your sunscreen every one to two hours.

Self-tanning lotions contain a vegetable dye and are felt to be safe. Most of these products do not contain sunscreen and do not provide any sun protection. The product is best applied after first applying a moisturizer, so that it will go on smoothly, without streaking. Apply lightly over bony or dry areas, because these areas will take up more of the dye and be darker in color. The color will last for about one week. Don't forget to wash the palms of your hands after applying the product, so you won't have the color on your palms.

– why not clear about sex?

Tanning salons are not healthy. In a tanning salon you are exposed to ultraviolet A radiation. This may make your skin look old faster, may lead to skin cancer and may have other unwanted effects.

May be photocopied, provided source is acknowledged.

(5-8)

Acknowledgements

This curriculum support package was prepared in January 2001 as a result of the partnership between the City of Hamilton, Social & Public Health Services Department and the Hamilton-Wentworth District School Board. Many thanks to the summer writing team comprised of HWDSB Teachers and Public Health Nurses for contributing and assisting in the revisions of the draft document.

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was copy permission obtained?

window period between a high-risk activity and the blood test should ideally be 14 weeks.

There are different places a person could go to be tested for HIV: (5-9)

Family Doctor
Public Health Clinics

One unique point about HIV testing is that this is the only blood test that can be done anonymously in Hamilton. This means that no name is used; just a code number. This way, no one will know if someone has been tested, unless he/she chooses to share this information. This type of testing is only available at certain Public Health Clinics.

Progression from HIV to AIDS

We know that people who are HIV positive ~~may eventually~~ will get AIDS even though it may take many years, and that people with AIDS will ~~probably~~ die. AIDS occurs when the body's immune system (body's defence system) becomes so weak, it is unable to fight off specific infections (called opportunistic infections). Scientists are trying to find a cure for this disease. However, so far have only been able to find some medicines that help the person with HIV feel a bit better a little longer. We also know that the earlier treatment starts, the longer a person who is HIV positive will take to develop AIDS.

Ways that HIV/AIDS is **not** spread (brainstorm):

- Sharing eating utensils* * may involve saliva *
- Sitting on a toilet seat
- Shaking hands/"high 5s"
- Sharing drinks *
- Insect bites
- Going to school with someone who has AIDS or is HIV-positive
- Hugging
- Being licked by a pet
- Drinking from a fountain
- Kissing a grandparent *

(5-10)

CHAPTER FOUR

AIDS TRANSMISSION THROUGH OTHER BODY FLUIDS

HIV has been isolated from blood, semen, saliva, tears, urine, cerebrospinal fluid, amniotic fluid, breast milk, cervical secretions, and tissue of infected humans and experimentally infected non-human primates.

. . . the skin (especially when scratches, cuts, abrasions, dermatitis, or other lesions are present) and mucous membranes of the eye, nose, mouth and possibly the respiratory tract [trachea, bronchi, lungs] should be considered as potential pathways for entry of the virus.

– U.S. Centers for Disease Control[1]

The AIDS virus can survive for hours or days outside the body.

– Dr. Harold Jaffe, Deputy Director for Science at the Centers for Disease Control[2]

HOW CONTAGIOUS IS HIV-INFECTED SALIVA?

AIDS INFECTS THE MOUTH

The mouth is an early target site of invasion by HIV disease.[3] Researchers from the National Institutes of Health in Bethesda, Maryland, state:

> The oral cavity [mouth] is the site of numerous early signs of HIV infection.[4]

Individuals infected with HIV, including those who are asymptomatic, experience major alterations of the oral mucosa, the tissues lining the mouth.[5] HIV disease causes changes in the oral flora, the bacteria inhabiting the mouth.[6] These alterations produce the infiltration of AIDS viruses into saliva at a phenomenal rate.

AIDS-INFECTED CELLS FLOOD SALIVA

Canadian researchers from the Armand-Frappier Institute, the Dental Department of Jewish General Hospital, the Faculty of Dentistry, McGill University, and the Faculty of Medicine University of Montreal, have demonstrated that HIV-infected cells stream rapidly into saliva from the gingiva (gums) of individuals

6 – P. Romagnoli et al., "Dendritic Cells of the Oral Mucosa in HIV Infection," VII International Conference on AIDS, Florence 1991, Vol 1 pg. 243

Risk of STD Transmission – Answer Sheet

	Yes	No
1. Abstaining from any only sexual activity *This is the most effective way to prevent the transmission of STDs, including HIV/AIDS.*		X
2. Touching a sweaty body.		X
3. Contact with body fluids(blood, vaginal secretions, semen) *These activities put those people involved at very high risk of getting a STD, including HIV/AIDS.*	X	
4. Touching doorknobs		X
5. Any type of sexual intercourse using a condom *While a condom reduces the risk of STD transmission, there is still a risk.*	X	
6. Bitten by a mosquito		X
7. Having many sexual partners but using condoms every time *The more sexual partners a person has, the greater the risk of STD transmission. Condoms only lessen the risk; they are not 100% effective.*	X	
8. Sharing drinks, cigarettes or water bottles *While you are not at risk for STD, there is a risk of transmission of the Herpes virus and other types of infections.*		X▲
9. Only having sex with people who appear healthy *Many people who have STDs, including HIV, have no symptoms and appear healthy. The person with a STD may not be aware he/she has a STD, or he/she may not be truthful about his/her past sexual activity.*	X	
10. Sharing razors *A person could be exposed to microscopic amounts of infected blood left on the razor. This blood could then potentially pass into the next person's blood stream through small cuts.*	X	
11. Sharing toothbrushes *A person could be exposed to microscopic amounts of infected blood left on the toothbrush. This blood could then potentially pass into the next person's blood stream through small cuts.*	X	
12. Sharing lip balm *While you are not at risk for STD, there is a risk of transmission of the Herpes virus and other types of infections.*		X▲

(5-12)

PREVENT

to keep (a thing) from happening,
to make impossible.

Oxford

(5-13)

3. How are STDs transmitted? List three ways.

- Any type of sexual intercourse (vaginal, oral, anal) as well as skin to skin contact with the genital area.
- Sharing needles (injecting, piercing, tattooing)
- Pregnancy
- Childbirth, breast feeding
- Accidental injury (i.e. needle stick)
- Other activities involving contact with cuts/sores (i.e. providing first aid without wearing latex/vinyl gloves)

4. What is the ~~most~~ only effective way to prevent transmission of STDs?

- The ~~most~~ only effective way to prevent STD transmission is to choose abstinence (i.e. choosing to avoid any type of sexual intercourse).

5. List 4 other ways to prevent the transmission of STDs?

- Using condoms (provides some protection, but not 100%) * ONLY REDUCES *
- Avoiding high-risk behaviours (e.g. sharing needles when using drugs, tattooing and piercing, sharing razors and toothbrushes) ✓
- Avoiding any type of sexual intercourse with a person who has engaged in high-risk behaviours (e.g. sharing needles when using drugs, tattooing and piercing, sharing razors and toothbrushes)
- Seeking medical attention and STD testing if a person has had any type of sexual intercourse (even in the absence of symptoms) ✓

Note: Communicable Diseases such as Hepatitis B and HIV can also be transmitted non-sexually. It is important to follow Universal Precautions (i.e. handwashing with soap and water, first aid precautions - Band-Aids, latex/vinyl gloves, handwashing before and after administering first aid).

(5-14)

Perspective: Her Story

I went to a party. I was sleeping over at my friend's place, so I knew I could really party tonight. I had a couple of beers and someone handed me a joint. Whoa! I felt pretty weird. Different. For one thing, I'm usually kind of shy. I started to dance by myself – talk about moves.

I saw this guy watching me. I knew I was giving him something to look at, too. I smiled and he came over to dance with me.

It was like a dream. I hardly knew what was happening, but it sure felt good. We were slow dancing really close. He whispered in my ear but I could not understand the words. My knees weren't feeling too strong. My heart was pounding. I thought, I'd better get myself together, maybe even lie down for a while. He followed me into one of the bedrooms, stumbling on the way up the stairs.

It was still dreamlike – or maybe like a video. It was like I was watching this guy kiss me – but I didn't even know him. Then ....

Adapted: original source unknown

Background Information for PHNs: Consequences of Engaging in Sexual Activity and Using Substances: For Him

Substance: Alcohol

Consequence	Actions	Outcome
1. 1. Unprotected Sex	*taking action* STD testing - Think about sexual limits and plan appropriately	- if diagnosis is positive, gets treatment - if diagnosis is negative, gets a chance to re-examine his choices and decision making - may have an incurable STD
	not taking action - not tested	If he has an STD: - future health consequences could include sterility - may transmit STD to future partners and perhaps a baby -
2. Stress - worried about... a) STD? b) am I going to be a father? c) does he remember accurately? d) reputation? e) criminal charges	*taking action* - if he is stressed and talks to someone (parent, trusted adult, counselor, doctor, Kids Help Line, clinic)	- takes responsibility for his actions - finds out "her" story - re-examines his thinking - will eventually lessen his stress - supports girl through her issues

5-15

From reviewing the chart below it can be seen that there was a steady and significant **decline in teen pregnancy rates from 1976-1987** with 1976 being the inception of mandatory sexual health education in Ontario. However, it can also be seen that **from 1987 to 1995 teen pregnancy rates increased** significantly. Provincial rates increased by 30.2% and Hamilton-Wentworth Region rates by 23.1%. From 1995-1997 provincial rates dropped to 41.7 \1000 while H-W Region rates increased to 51.3\1000, which puts **H-W region teen pregnancy rates 23% higher than the province.**

TEEN PREGNANCIES (AGES 15-19)

YEAR	ONTARIO RATE/1000	H-W REGION RATE/1000
1976	NOT AVAILABLE	**61.5***
1981	44.6	52.5*
1986	37.1	41.9
1987	**36.4**	**41.1**
1988	36.8	42.1
1989	38.3	43.7
1990	37.7	40.4
1991	38.7	47.9
1992	44.6	46.0
1993	45.8	47.9
1994	46.8	49.6
1995	**47.4**	**50.6**
1996	44.8	49.2
1997	**41.7**	**51.3****

*ORTON 1976-1986 (All other data from Ontario Ministry of Health)

**There is no data currently available from Ontario Ministry of Health later than 1997.

The increase in H-W Region teen pregnancy rates from 1987-1997 translates into an **additional** 155 babies created in 1997 within a teenage womb. Tragically, 85 of these innocent babies had their lives taken from them leaving 85 young mothers to suffer the trauma.

From reviewing the chart below it can be seen that **provincial chlamydia rates have increased 288% from 1985-1995 and that our regional rates were 35% higher than the provincial rates in 1995.** The latest available year to compare is 1998 in which **our regional rates were 60% above the provincial.** (Please see graph on following page)

CHLAMYDIA RATES (FEMALES AGES 15-19)

YEAR	ONTARIO RATE/100,000	H-W REGION RATE/100,000
1985	**240.7**	NOT AVAILABLE
1990	1208.9	1333.9
1991	1245.9	1246.1
1992	1249.5	1518.1
1993	1140	1338.3
1994	1052	1201.3
1995	**932.9**	**1260.9**
1996	812.4	1113.1
1997	794.1	1140.0
1998	**870.6**	**1389.0**

Why did teen pregnancy rates for Hamilton-Wentworth decrease from 1976-1986 and then increase from 1987-1997?

From 1976-1986 mandatory sexual health programs were in fact in place however, they stressed chastity and taught the cost of sexual promiscuity. In 1986 something happened to reverse this downward trend. It was in 1986 that the province put in place the Public Health Research, Education & Development Program (PHRED). These PHREDs were established in 6 centers throughout Ontario, one of which is here in Hamilton at McMaster University. Their mandate was to achieve maximum efficiency of Public Health services. The McMaster University PHRED committee immediately instituted the Planned Parenthood, non-judgmental, value-free, condom-based sex-education which is predominant today despite it's clear failure shown in the previous two charts.

Further in a letter I received from this Region's Public Health Department dated May 22,1998 it was stated ***"In 1987, additional PHNs were hired to work specifically in the AIDs\STD program. These PHN's provided additional services not only in the secondary schools but also provided increased clinic and community services as well."*** Based on our Regional rates it is clear that this investment has been disastrous and these positions must be eliminated.

(5-18)

DONALD BARICK PUBLISHER AND PRESIDENT
GORDON FISHER ASSISTANT PUBLISHER
RON CLARK SENIOR V.P. SALES & MARKETING
DENNIS SKULSKY V.P. READER SALES & SERVICE
DAVID SWAIL V.P. OPERATIONS & PLANNING
LYNNE MUNRO V.P. PROMOTIONS
PATRICK BRENNAN V.P. MANUFACTURING

EDIT

Safe sex myth

Cervical cancer is now the second-deadliest cancer to strike women around the world, affecting 500,000 annually. More than 400 Canadian women die from it each year; by comparison, only a dozen Canadian women die from AIDS. Both afflictions are sexually transmitted — 90% of cervical cancer is caused by the human papillomavirus, or HPV. According to the latest survey of Canadian women, published in this week's *Canadian Medical Association Journal*, fully 24% of Canadian women aged 20 to 24 were HPV-positive. Women aged 15 to 19 had an equally alarming rate of infection, at 20%. A recent U.S. study revealed the rate of HPV-infection was as high as 45% on certain college campuses.

The good news is that most of these HPV infections will not go on to cause cervical cancer. The bad news is that condoms "do not appear to be effective in preventing HPV infection," says the Canadian study. This poses a challenge for what has become the conventional wisdom of sex education, which has emphasized condom use as the guarantor of "safe sex." And according to a report published this March by the U.S. Centers for Disease Control, the risk of cervical cancer is increased by "early age at first intercourse, [and] multiple male sex partners" — neither of which are mitigated by condom use.

WILL SEX EDUCATION BE ADJUSTED ACCORDINGLY?

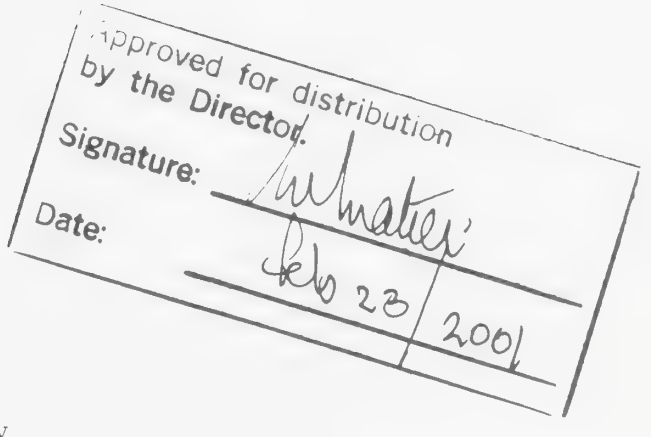
In recent decades, traditional, save-it-till-marriage homilies have been displaced by the view that pragmatism and modernity require a less moralistic approach. To hormone-charged teens, safe sex was a more saleable message than no sex. But now that HPV has emerged as a deadly, condom-defeating disease, will sex education be adjusted accordingly? Epidemiology would suggest it is dangerous to continue touting condoms as a suitable safeguard — as in a Health Canada sex-ed booklet for teens that promises advice to "help you to have a healthy and safe life." One page, illustrated with a cartoon and called, "No STD for me!" teaches children that, "the condom prevents STD." That now appears to be perilous advice.

We owe it to young Canadian women to tell them that condoms will not protect them from sexually incurred cervical cancer. It sounds old-fashioned to say it, but if we really want to teach them about safe sex, medical evidence as much as traditional morality suggests that parents and educators must place a greater emphasis on sexual responsibility and the dangers of promiscuity and less on a ready supply of condoms.

A C T I O N I T E M S

EDUCATION COMMITTEE
2001 03 01

#6



DATE: March 1, 2001

TO: Merv Matier
Director of Education and Secretary

FROM: Dr. Elizabeth Bond, Superintendent of Education
Dave McIsaac, Chief Administrative Officer, ABC etc…

RE: **ANNUAL REPORT OF THE ADULT-BASED CONTINUING EDUCATION AND TRAINING CORPORATION (ABC etc…)**

REPORT: Information

RECOMMENDED ACTION:

Moved by _____ that the Annual Report of ABC etc… be received for information.

BACKGROUND INFORMATION:

The Adult-Based Continuing Education and Training Corporation (ABC etc…), approved by the former city Board as an arms length corporation, was incorporated on December 23, 1997.

In accordance with Board direction, the accompanying Annual Report of the Corporation is presented for trustee information.

ABC *etc...*

Adult-Based Continuing Education and Training Corporation

Annual Report

March 31, 2000

To All Members:

A MESSAGE FROM THE PRESIDENT:

As a corporation, this past year has been one filled with success. We have faced numerous challenges in the form of facilities closing, funding cuts, changes in government policy, and shifts in the needs of our community. We have responded to each challenge with a positive outlook and an eye towards productive solutions. As a result, we have not only been equal to the challenges, we have surpassed them.

ABCetc has consolidated its position within the community and enhanced its reputation as a provider of high quality training and assistance programs. We have expanded our programs, increased the positive impact we have on the community, and remained true to our guiding principles.

As stated in the previous annual report, ABC etc... has two objects that are central to the understanding of our mandate and goals for the future. The objects for the corporation are as follows:

To develop, establish, maintain and operate educational, training and re-training programs that, in the opinion of the Directors, will promote the cause of community education, training and re-training.

When the Directors deem it advisable, to make awards or gifts to individuals, organizations, corporations or institutions for accomplishment in or to assist in the furtherance and promotion of community education, training and re-training or research therein.

I am pleased to report that as of March 31, 2000 ABC etc... has been successful in achieving these two objects. It is with great enthusiasm that I look forward to the ongoing expansion of the work of the corporation in our community.

A MESSAGE FROM THE CHIEF ADMINISTRATIVE OFFICER:

The strength of any corporation can be measured by the people it employs. By that measure ABCetc has not only strength, but talent, experience, and integrity as well. During the past year the corporation has attracted individuals from the top of their fields to assist us in our goal of providing the best possible service to the Hamilton-Wentworth community. We have also seen staff members receive recognition for outstanding work in public service, public speaking, community involvement, and training excellence.

As a corporation, we have spent a significant amount of time this past year developing and strengthening community partnerships. Our goal is to make ABCetc as effective as

possible at anticipating and responding to the education and training needs within the region.

As a result of this goal, ABC etc... has offered a number of programs designed to provide training and support to individuals and businesses in the areas of employability skills, staff development, small business support and training, and technological literacy.

The Briarwood-Centennial Campus Career and Employment Resource Centre
The Briarwood-West Hamilton Career and Employment Resource Centres:

Over the past year, through external funding received from Human Resources Development Canada, ABCetc has been able to provide a career and employment resource center at each end of the city of Hamilton. Both the Stoney Creek and the West Hamilton Resource Centres have been relocated and gone through a small number of staff and procedural changes that have enhanced the services being provided. Combined, the two programs have provided more than 10,000 clients with comfortable and safe environments as well as assistance in conducting their personal job search activities.

In addition to providing all of the services available in the previous year, the centres have expanded to include immigrant-specific information, school-based outreach programs, and community/business-centred information seminars and workshops.

The main services offered from the start of the programs include access to current resources, videos, published materials and Internet access for on-line job search. Computer, fax and telephone equipment and training was also made available to clients to facilitate the development of effective resumes and cover letters as well as networking and follow up opportunities. Seminars and workshops were also provided as necessary to allow each individual client the greatest chance of success.

The Briarwood Employment Assistance Program:

This program also funded through HRDC, underwent a change of venue from the Briarwood Adult Learning Centre to the Briarwood-Redhill Campus in East Hamilton. The structure of the program has not changed from the previous year. It has provided free assistance to clients, in groups of seven to ten, in a more structured setting than the Resource Centres. As of January 2000 this program has assisted 185 individuals in their successfully job search strategies. The assistance includes skill and interest assessments, employment counseling, life-skills training, and a wide range of individualized workshops and seminars designed to result in full-time employment for each participant.

This program also provides access to resources and equipment similar to the Resource Centres mentioned above and all three programs actively share client referrals to best meet the needs of the individual – including referrals with the Continuing Education programs of the Hamilton-Wentworth District School Board. For many adult learners the end goal of further education and training is often career related.

The Binkley Technology Centre Computer Refurbishing Program:

During the previous year, this program has progressed through a series of changes. The most profound change has been with the funding model. With the end of the contract with HRDC it became necessary for this program to adopt a fee-for-service approach to become self-sufficient. Several different delivery and staffing models were explored in an attempt to develop a streamlined and successful structure that would allow the program to continue to provide the high quality of instruction and service while generating sufficient revenue to make the program economically viable.

Throughout the structural changes that have taken place with this program, the focus has still been to provide clients, on both an individual and class basis, with the skills and experience necessary to successfully complete the A+ Certification Exam: the national standard for Certified Computer Technicians. An added feature has been the introduction of computer sales, repair, and maintenance facilities to provide potential revenue to augment student fees.

A variety of scenarios were developed to allow participants to purchase training packages providing flexible hours of in-class and hands-on training (software and hardware) and assistance in obtaining on-the-job training at a variety of technology-related work sites within the community. Throughout the year approximately 100 clients received service or training through this program – the Hamilton-Wentworth District School Board being an example of a larger client.

The Business Springboard and Support Network

This was a pilot program, designed to run over a six-month period, funded entirely through corporate sponsorship and membership fees. The premise was to provide a venue for small business owners and potential owners to share experience and expertise through networking, to be exposed to larger organizations within the community through guest speakers and area-specific guest trainers, and to have to a full range of business-focused training courses.

The reason for the temporary nature of the project was to determine the actual needs within the community as a result of changes in the area of entrepreneurial support services. Through the use of this model, and the involvement of approximately 250 participants, it was discovered that a full-time small business support program was not necessary within the community at this time, but a working manual of small business information courses, or potentially, fee-for-service entrepreneurial training courses would be well received.

At this time, a curriculum package focused on small business issues is being developed for potential delivery in the upcoming fiscal year.

A MESSAGE FROM THE CHIEF BUSINESS OFFICER:

Incorporated for a second year, ABC etc... experienced periods of growth and stability, impacted upon by several challenges including the need to change facilities, the restructuring of several program offerings as a result of funding changes, and increased financial scrutiny from HRDC.

Program offerings established in the fall of 1998 through the primary funding source of HRDC, were continued through this year with only minimal interruption of service. Contracts for programs have been entered into with ABC etc... for the purpose of facilitating the delivery of service to the community. All programs were reviewed by HRDC and were found to be highly successful in meeting the needs of the client base in the community. All programs were also financially audited by HRDC and found to be operating effectively and without error. Should a funding source not be renewed, ABC etc... establishes the sustainability of the program through its own means, wherever possible.

The referenced revenue and expense statement provides an overview of the activities up to March 31, 2000. The financial records have been successfully converted to a new, more flexible, software reporting system. The conversion and year-end audit were performed by ABC's external chartered accountant firm.

The audited financial statement has been completed and is attached to this report.

ABC etc... - Financial Summaries – As of March 31, 2000
Audited Statement

Revenues	
External funding through HRDC	464,871
Training revenue	18,460
Student fees	1,034
Computer refurbishing and sales	89,227
Other income	1,009
Total Revenue	574,601
Expenses	
Salaries and Wages	293,121
Facility Usage	49,594
Program Expenses	223,955
Total Expenses	566,670
Operating Income	7,931

****The above presentation has been rounded to the nearest 100**

BENIFITS TO THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD:

- ABC etc... has been able to incorporate and operate for a second full year at no additional cost to the Hamilton Wentworth District School Board;
- The corporation has provided assistance to approximately 10,535 clients through its various programs;
- The daily operating costs for Binkley School, which was a closed facility, were paid by ABC etc... for the period from November 1998 to June 2000;
- The leasing of Redhill School from the Hamilton Wentworth District School Board by ABC etc... for the period from September of 1999 to September 2001;
- The continued development of future relationships between the Hamilton Wentworth District School Board and ABC etc... in regards to the accommodation plan;
- The close relationship that exists between the Hamilton Wentworth District School Board and ABC etc... has continued to produce some very positive public relations within the business and government community;
- The new programs have been provided by ABC etc... employees and have not increased the workload of Hamilton Wentworth District School Board employees;

- Approximately 200 computers and peripherals have been repaired or refurbished and approximately 20 computers have been built for the school system.

BUSINESS PLAN FOR APRIL 1, 2000 - MARCH 31, 2001

A nominating committee was struck and the following Directors were nominated and re-elected for a further 1 year term. Merv Matier was re-elected as President and Chair of the Board, Elizabeth Bond was re-elected to the position of Secretary/Treasurer and Reg Woodworth was elected as Vice-President of the Corporation. David McIsaac was re-appointed as Chief Administrative Officer and Daryl Sage was re-appointed as Chief Business Officer.

The next twelve months will see a continued expansion of existing programs and the creation of new programs designed to meet specific needs within the Hamilton-Wentworth Community. Examples of this expansion include continued development Computer Refurbishing Program, proposed expansion of the two Career and Employment Resource Centres, the opening of 17 new Community Access Program sites in conjunction with the Hamilton-Wentworth District School Board, and a number of new partnerships designed to increase the overall effectiveness and training opportunities within the region.

The Community Access program (CAP) is an example of a potentially new and exciting area of partnership between ABCetc... and the Hamilton-Wentworth District School Board. This program is designed to provide access to the Internet to all individuals within the community. The program also involves training, web-based employment assistance, creation of e-mail accounts, and general assistance with computer software. The partnership arrangement would result in the Hamilton-Wentworth District School Board providing 12 sites, the Industry Education Council providing 1 site, Adult and Continuing Education providing 1 site and ABCetc... providing 3 sites as well as managing all of the logistics, reporting, and bookkeeping functions.

A second focus for potential growth is providing skills-specific training programs within the area of skilled-trades. The corporation has been working closely with the Hamilton-Wentworth Training Board and the Industry-Education Council to study existing and future needs in this area.

It is the intention of the Corporation to provide a balanced offering of programs throughout Hamilton-Wentworth. This involves not only creating the programs and partnerships that are necessary to meet the needs of the community but also to provide a number of similar centres in key areas of the city to allow access for the greatest number of clients.

ABCetc... programs within the Briarwood-West Hamilton Campus are being developed to replace the Binkley Technology Centre in addressing the needs in the west end of the city, while programs within the Briarwood-Redhill Campus are continuing to provide for

the central/east areas of Hamilton. The Resource Centre in the Briarwood-Centennial Campus is positioned to provide equivalent services to the rapidly expanding community of Stoney Creek.

ABC etc... will continue to work closely with the HWDSB. As the HWDSB continues to develop its accommodation plan, the Corporation is eager to assist with the utilization of facilities on a lease basis as has happened successfully with the Binkley and Redhill School facilities.

As ABC etc... continues to grow, as a result of these and other new programs, it will create the possibility for new opportunities in training and service programs that will help to further address the issues of unemployment and skill development in our community.

These types of co-operative ventures can only be a positive step in bringing the community together in providing an efficient and easily accessed full-spectrum assistance program. As is evident from the growth of the programs during the course of the previous year, it is only a matter of time until the programs being developed through ABC etc... will provide a number of one-stop full-service facilities throughout Hamilton and the surrounding area that will assist individuals on a long term basis and increase the awareness of relevant issues within the community as a whole.

#7

Hamilton-Wentworth District School Board

MEMORANDUM

By the Director.

Signature: M Matier

Date: Feb 23/2001

To: Merv Matier, Director of Education and Secretary
From: Chuck Reid, Superintendent of Education
Date: March 1, 2001
Subject: **SCHOOL COUNCIL POLICY**

Recommended Action

Moved by _____, that the proposed School Council Policy be received and forwarded to the Joint Advisory Committee of the Board.

1. 0 Background

1.1 The Ministry of Education and Training requires that each school establish a local School Council as outlined in *Policy and Procedure Memorandum 122* (revoked December 2000) and *School Councils Regulation 612/00* (issued December 2000).

1.2 Both former jurisdictions within The Hamilton-Wentworth District School Board required that schools comply with the directions outlined in the *Policy and Procedure Memorandum 122* (revoked December 2000).

1.3 At the November 4, 1999, Board meeting, the Superintendent responsible for School Councils was directed to form a representative committee to consider previous policies and reports from the former jurisdictions within the Board, as well as provincial directions and criteria, and to develop a new policy and procedures for use across the District.

2.0 Current Information

2.1 The following working committee was established.

Superintendent of Education	- Chuck Reid
Principal Representatives	- John DiLiberto, Secondary
	- Richard Dawson, Elementary
School Council Representatives	- Steve Reynolds
	- Dana Atkinson
	- Kim Nagel
	- Kathy McFarland
Teachers	- Judy Popov (HWETL)
Student Designate	- Grant Mattis
Home and School Representatives	- Valerie Minden
	- Michele McNabb
Community Representative	- Peter Tracz
Trustees	- Judith Bishop
	- Lillian Orban

2.2 The first meeting of the committee was held on December 6, 1999. Monthly meetings have taken place since this date.

2.3 The committee has examined past policies, conducted research of other Districts, and reviewed past and current legislation.

2.4 During October 2000 and November 2000, a survey of elementary and secondary schools was conducted, to review "draft" statements the committee was considering for the proposed School Council Policy.

2.5 The proposed School Council Policy complies with current legislation.

3.0 Future Actions

3.1 Supporting guidelines for the document will need to be developed.

3.2 Inservice needs for school councils will have to be identified and acted upon.

References: *School Councils - Ontario Regulation 612/00*, issued December 2000
Operation of Schools - General - Ontario Regulation 613/00, issued December 2000

7-1

Policy No. 000

SCHOOL COUNCILS

Date Approved: 00/00 Projected Review Date: 00/00

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board to establish and to maintain a School Council in every school of the Board, in order to promote and improve student learning through ongoing valued parental, staff and community input. The Board will assist School Councils to establish and to maintain a district-wide representative assembly.

RESPONSIBILITY: Superintendent of Education responsible for School Councils

OPERATING PROCEDURES:

1.0 Roles and Responsibilities

1.1 The School Council shall act in an advisory capacity to the principal and to the Board and/or senior staff in accordance with the policies and procedures of the Board and of the Education Act and Regulations.

1.2 In addition to its advisory responsibilities, the School Council shall:

- promote the best interests of the student body, school and community
- establish its goals, priorities and procedures
- determine the need, and organize information and training sessions to enable members of the Council to develop their skills as Council members
- hold a minimum of four meetings per year (all meetings shall be open to members of the school community)
- communicate regularly with parents and other members of the community to seek their views and preferences with regard to matters being addressed by the Council, and to report on the activities of the Council to the school community

1.3 In all School Councils, parents and guardians shall form the majority, except in adult day schools, where parent positions shall be held by students. It is expected that the membership of the Council will reflect the diversity of the school community.

2.0 Operations

2.1 The Board shall provide training and development opportunities for School Councils at least once per year, to assist them in their roles and responsibilities.

2.2 Planning for parent/community involvement is to be included in the school plan.

2.3 The primary focus of School Councils shall be to promote and improve student learning and enhance system accountability.

2.4 The Principal shall solicit the advice of the School Council when annual school improvement plans are being developed.

2.5 The Board shall support the Assembly of School Councils by developing and maintaining a regular communication with and among District School Councils.

3.0 Assembly of School Councils

3.1 The Director or his/her designate shall attend all regular meetings of the Assembly of School Councils and act as an ex-officio member to the Assembly.

3.2 The Board supports and will assist in the establishment of an Assembly of School Councils representing all School Councils. The membership of the first Assembly will include:

- a member from each school in the District
- the first elected Assembly Executive shall be composed of two representatives from each cluster of schools in the District
- the first election of the Assembly Executive shall be the responsibility of the Superintendent of Education responsible for School Councils within the District
- The Executive shall, in consultation with the Assembly at large, develop an election protocol and determine the roles and responsibilities of the Executive.

3.3 The Assembly of School Councils shall:

- solicit members to system committees as requested by the Board (all School Council members are eligible for selection to system committees)
- monitor Board meetings and report to its membership by holding a minimum of four meetings per year
- give due notification to its membership of all meetings
- report back to the full membership, on a regular basis, on all business of the Assembly

3.4 The Director, Supervisory Officers of the Board, and Trustees may attend regular and executive meetings of the Assembly of School Councils.

4.0 Directives

4.1 Nothing in this policy detracts from the statutory authority and duties of the Director of Education, Superintendents and Principals to implement the policies, programs and plans of the Board, and to oversee and/or operate the schools in accordance with the Education Act and Regulations. All school staff remain under the jurisdiction of the Principal at all times.

4.2 The Director of Education is authorized to issue guidelines in support of this policy.

5.0 References

School Councils - Ontario Regulation 612/00, issued December 2000
Operation of Schools - General - Ontario Regulation 613/00, issued December 2000
Policy/Program Memorandum No. 122 issued April 12, 1995 (revoked December 2000)
The Education Act as amended, Section X
The Road Ahead III: A Report on the Role of School Councils, issued November 1998

#8

Approved for distribution by the Director.
Signature: M Matier
Date: Feb 23/2001

MEMORANDUM

TO: Merv Matier, Director

FROM: Marguerite Botting, Superintendent of Instructional Services

DATE: 2001 03 01

RE: **MORATORIUM IN PSYCHOLOGICAL SERVICES**

RECOMMENDATION:

Moved by _____ that the "Moratorium in Psychological Services Report" be received for information.

At a previous Education Committee meeting, Trustee Orban requested information about the Psychological Services moratorium, which exists for new referrals. All trustees supported this request; but were very sensitive to the additional work required for a presentation. A one-page format was suggested and very appreciated by staff. Even so, we found it immensely difficult to condense such a comprehensive issue into its simplest terms.

This report has a number of graphs to assist with understanding why a moratorium on new referrals was so critical. To continue with the high referral rate was inefficient and duplicitous, as staff knew we could not assess at-risk students for several months due to the lengthy wait list.

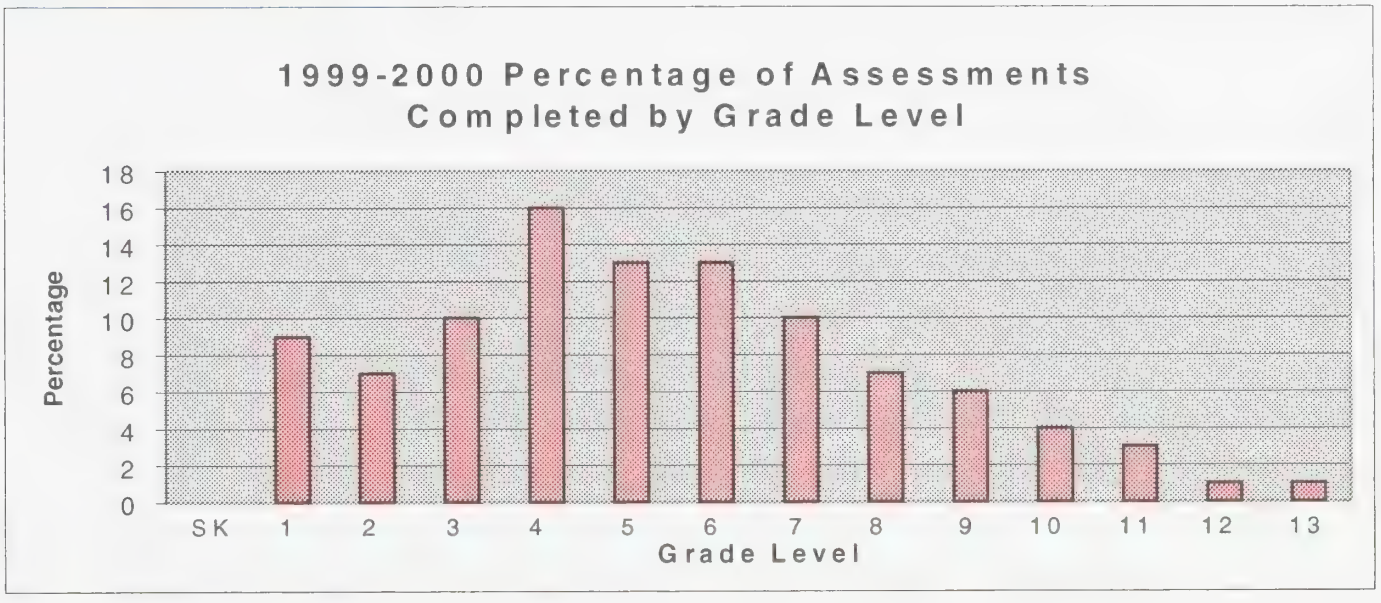
It is critical that trustees recognize that the moratorium is "hand-in-hand" with a review of all aspects of the support provided to schools by Psychological Services. We have a very committed group of principals who are working with staff and we continue to develop feedback from a number of other stakeholders. Our goal is to structure our Psychological Services support in a timely, effective and program-focussed model.

:a

Board Presentation: Moratorium in Psychological Services
Current Status

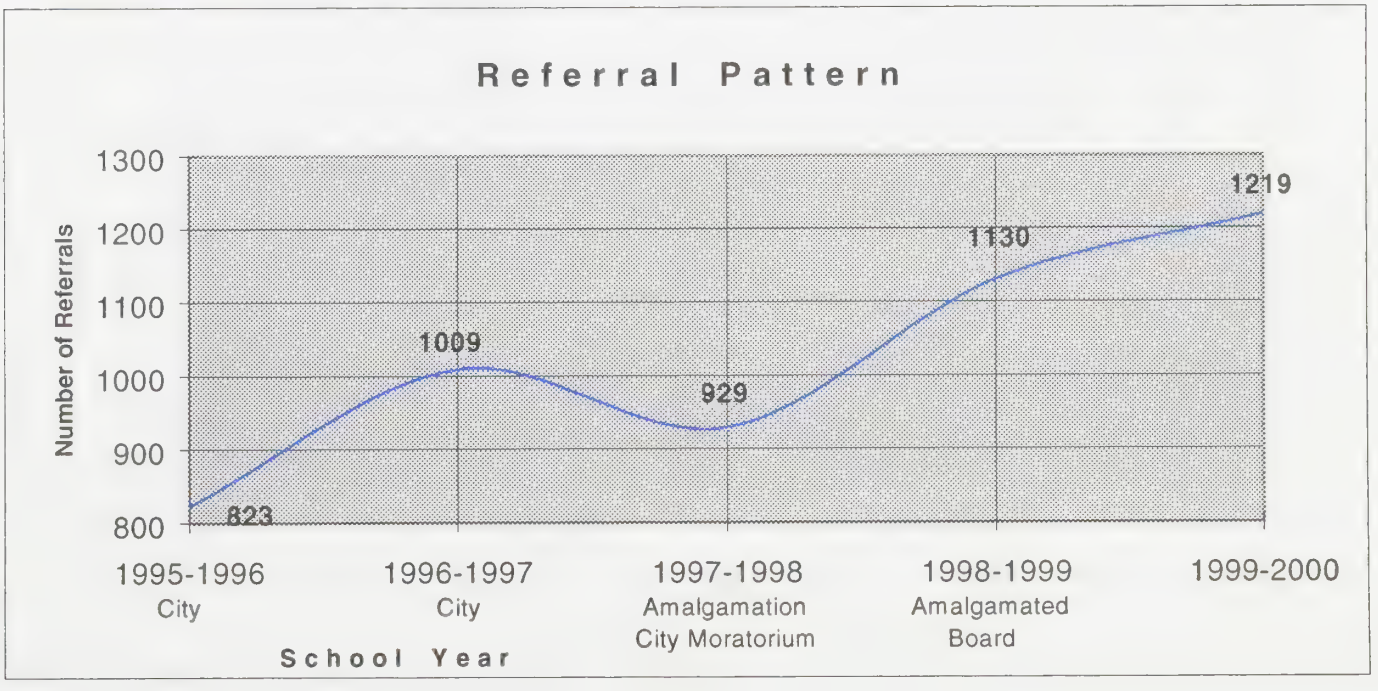
A moratorium on new referrals to Psychological Services was imposed on the system this Fall. This is the third moratorium for this support service. This moratorium is in response to the significant increase in the number of referrals for assessment.

Psychological Services



Referral Pattern

- 8 % increase in referrals from 1999 to 2000 school year

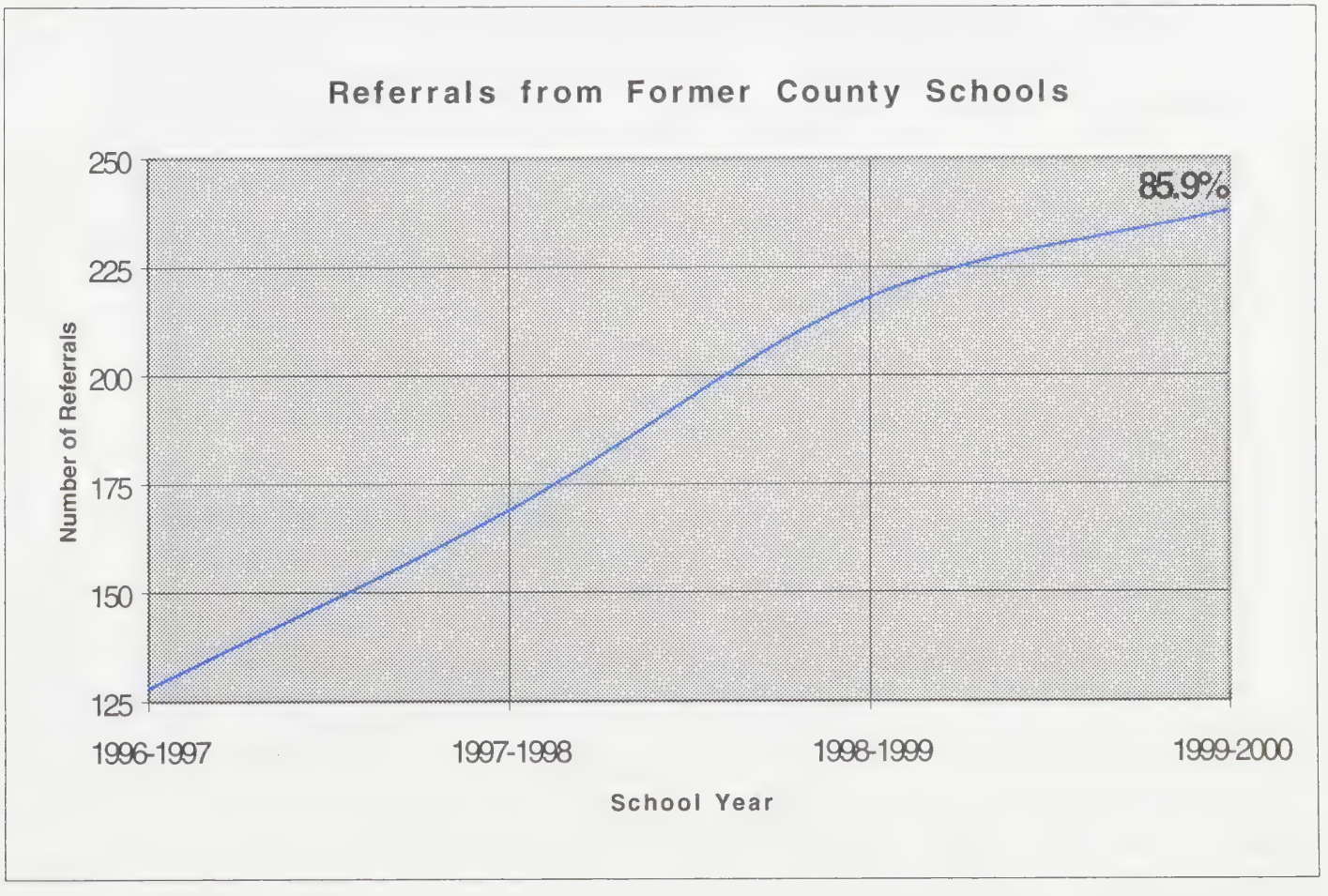


Wait List Status

- 33% increase in the number of referrals this 2000 September
- Decision to hold a **Moratorium (until 2001 March 19)** on new referrals
- Continued consultation and emergency referrals have been provided

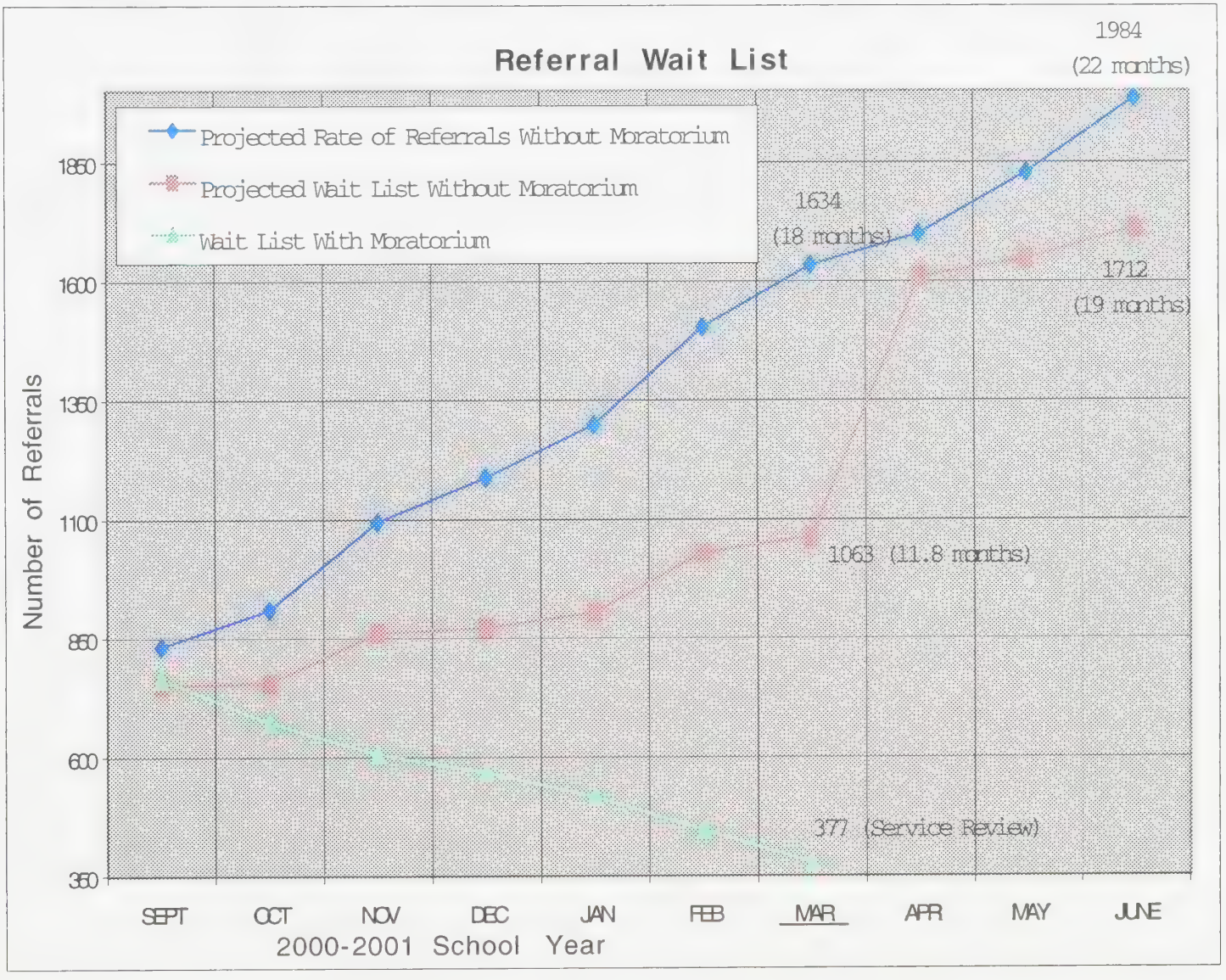
Contributing Factors to Wait List Status

- With amalgamation, 47 additional schools require services
- Amalgamation provided one (1) additional staff member (and some monies)
- Psychoeducational Consultants' school load increased significantly from 7 to 8 schools to 11 to 12 schools for each individual
- As a consequence, staff: population ratio increased from 1:3911 to **1:5217** (**above** provincial norms of 1:3838)
- Recognition of Board as "magnet" for special needs and high needs students which require specialized support services
- Minimal understanding by system for merging service delivery models and consequences
- Increased and ongoing system/Ministry demands on Psychological Services without appreciable increase in staffing support ("do more with less") (e.g., ISA-driven assessments)
- One specific consequence is highlighted below – **85.9%** increase in referrals by former County schools to Psychological Services in three (3) years



Wait List Status - Projections

- Without a moratorium on new referrals and given existing referral patterns as tracked by Psychological Services' data base, 2001 June, there would be a 19-month wait list for psychological assessments
- Existing wait list in 2001 March vulnerable to schools "stockpiling" referrals for end of moratorium



Impact of Moratorium on the System

- Extreme frustration at not being able to put students on a "wait list" for psychological services
- Created tensions for Principals who carried message to parents who also showed frustrations

Current Barriers to Wait List Reduction: Staff Issues

- Existence of current staffing crisis in Psychological Services (staffing complement down by 2.7 FTE or 23%, due to resignations and medical situations)
- Additional need to balance system demands with staff capacity

Measures Taken to Address Staffing Shortages

- Have advertised in both local and Canada-wide papers
- Have advertised through relevant websites, associations, graduate faculties and psychological conventions
- Have screened and interviewed potential candidates
- Used informal community network
- Attempted to recruit casual temporary assistance to help with the wait list

Proactive Measures Taken by Psychological Services

Staff have:

- Been working down the wait list
- Been available for "Emergency Referrals" (e.g., out of school students needing assessment as part of required documentation for (re)entry)
- Provided ongoing consultation to and problem solving with schools
- Engaged in an ongoing process of review of the Psychological Services' delivery model including the following components:

    - Develop an Action Plan for the review of the department's support service model
    - Input from a principal consultation group
    - Review the literature on state-of-the-art service delivery models
    - Survey other school Boards for Best and creative practices
    - Gather input from various stakeholder groups
    - Work through several models of delivery
    - Present models to the system and obtain feedback
    - Adopt a model
    - Implement action plan for preferred model
    - Evaluate the model (2001-2002)

#9

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution by the Director.
Signature: [signature]
Date: Feb 23 | 2001

TO: Merv Matier, Director of Education
FROM: Krys Croxall, Superintendent of Education
DATE: March 1, 2001
RE: ***Blood Borne Pathogens Policy***

RECOMMENDED ACTION

Moved by _____ that The Hamilton-Wentworth District School Board approve the Blood Borne Pathogens Policy

RATIONALE

The Blood Borne Policy was brought to the Education Committee in January and forwarded to the Joint Advisory Committee for its review in February. On February 13, 2001 the Joint Advisory Committee unanimously approved the policy after recommending a change to Operating Procedure 3.0, which was accepted, as follows:

Original Wording	*Revised Wording*
3.0 Training and education programs will be developed and directed through the Health and Safety Department. Principals are responsible for review of appropriate procedures with staff on a regular basis, or as needed.	3.0 Training and education programs **for staff and volunteers** will be developed and directed through the Health and Safety Department. Principals are responsible for review of appropriate procedures on a regular basis, or as needed.

In implementing the policy, our staff (e.g. Judi Goldsworthy, Occupational Health and Safety) in conjunction with Public Health will be available for in-servicing personnel. The cost of implementing the policy (provision of gloves and "sharps" containers) would be a central cost initially, but any further requirements for maintaining adequate supplies at the school level would rest with the school. Accordingly, if approved by the Board, the policy would be operationalized in September 2001.

Thanks are expressed to the members of the Committee who devoted their time to the creation of this policy: Kathy Watters (Elementary Administrator), Anne-Marie Metford (Secondary Administrator), Jean Gallen (School Council), Laura Newkirk (Home and School), Sue Mawson (Human Resources), Judi Goldsworthy (Health and Safety), Judy Popov (ETFO), Jeff Moore (OSSTF), Claudia Chiarot (Public Health), Shane Snieder (AIDs Network), and Debbie Sprentz (Instructional Services).

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Policy No. 000

BLOOD BORNE PATHOGENS POLICY

Date Approved: 00/00 **Projected Review Date: 00/00**

POLICY STATEMENT

The Hamilton-Wentworth District School Board recognizes its responsibility to minimize potential exposure of individuals to blood borne pathogens, while also respecting each individual's right to privacy regarding his/her medical condition.

RESPONSIBILITY

Superintendents of Education
Superintendent of Plant

OPERATING PROCEDURES

1.0 Recognizing that our working relationship with students, staff and the public could lead to exposure to various disease causing organisms, including bacteria, viruses, parasites and fungi, health and safety procedures for Universal precautions (SP-9) and the clean-up of bodily fluids (SP-10) will be implemented.

2.0 An individual's best protection against blood borne pathogens is to assume that the entire population is infected and follow proper procedures. By treating all individuals equally, the privacy of those individuals infected will be maintained.

3.0 Training and education programs for staff and volunteers will be developed and directed through the Health and Safety Department. Principals are responsible for review of appropriate procedures with staff on a regular basis, or as needed.

REFERENCE

1. Human Rights Code
2. Education Act
3. Freedom of Information and protection of Privacy Act

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

HEALTH & SAFETY PROCEDURE

Universal Precautions, SP-9
November 2000
To: All Staff Members

Purpose: To provide a standardized procedure for the reasonable protection from blood borne pathogens.

UNIVERSAL PRECAUTIONS (as issued by the Regional Municipality of Hamilton-Wentworth, Department of Health Services, Public Health Services) refers to those precautions used with blood and certain bodily fluids of all people. Every person is considered as being possibly infected with HIV AIDS, Hepatitis B, C, D, or other blood borne infections. Universal Precautions do not replace infection control measures for other infectious diseases.

Definitions:

Bodily Fluids– a term applied to blood, urine, vomit, sputum and drainage from any bodily orifice or wound. Feces, while not bodily fluids in themselves, are moistened by bodily fluids and are considered under this definition.

Personal Protective Equipment – refers to gloves, gowns, face masks, absorbent materials and by extension, to appropriate clean-up equipment such as brooms, dustpans, mops, vacuums and disposable plastic bags.

Clean-up Procedures – those actions by which staff, usually caretaking, remove materials from soiled areas.

General Procedures:

First Aid procedures refer to any procedures involving the treatment of an injured person in an emergency, before full medical care can be obtained.

During first aid, care must be taken to minimize contact with bodily fluids. The most effective method is to use disposable latex/ vinyl gloves. Careful washing of hands after applying first aid is very important, and in the absence of gloves is an effective and reliable alternative. Soiled clothes must be changed and washed as soon as possible to avoid prolonged skin contact. Mouth to mouth resuscitiation will be left to the discretion of the person administering first aid.

Types of Infectious Diseases:

1. Blood borne infections require use of UNIVERSAL PRECAUTIONS ie., HIV/AIDS, Hepatitis B, C & D.

   Bodily fluids that carry blood borne infections/diseases include: **BLOOD, SEMEN, VAGINAL FLUIDS and BREAST MILK.**

   Bodily fluids that do not carry the HIV/AIDS or Hepatitis B virus **unless tainted with blood** include: **FECES, NASAL SECRETION, TEARS, URINE and VOMIT.**

   Note: Saliva is believed to pose low risk for HIV/AIDS and negligible risk for Hepatitis C & D.

2. Gastrointestinal infections require the use of gloves, as well as careful handwashing when handling feces or diapers.

3. Respiratory infections require careful handwashing to prevent their spread, especially when in contact with the mouth or nose of an infected individual.

Exercise of Universal Precautions:

Due to confidentiality requirements, board staff may not be aware of individuals who could be infected with various diseases, such as AIDS/HIV or Hepatitis B, C, D. However, the dignity of the individual must continue to be recognized in the application of any procedure, as well as the safety and comfort of the employee.

Latex/vinyl gloves are worn to:

1. provide protection to the hands from excessive contamination with blood and bodily fluids;
2. provide protection to fresh cuts or non-intact skin on the hands during contact with blood and bodily fluids.

Routine hand washing is required after contact with an individual's blood, bodily fluids or articles contaminated by them. Hand washing must be followed after gloves are removed.

Proper hand washing involves:

1. wetting hands and applying soap;
2. washing the front and back of hands, paying particular attention to nails and between fingers;
3. wash for a minimum of 15 seconds;
4. rinse well and dry hands with paper towels;
5. turn taps off with a paper towel.

Responsibilities:

It's the responsibility of the **principal** of each school to:

1. be aware of Universal Precautions and the use of Personal Protective Equipment;
2. ensure that sufficient quantities of Personal Protective Equipment are available;
3. keep all staff current on safety practices as related to Universal Precautions.

It is the responsibility of **all staff** to:

1. be aware of Universal Precautions and the use of Personal Protective Equipment;
2. know where the Personal Protective Equipment is located;
3. utilize proper hand washing methods after applying first aid;
4. change and wash soiled clothing as soon as possible to avoid prolonged skin contact.

It's the responsibility of the **caretaking staff** to:

1. be aware of Universal Precautions and the use of Personal Protective Equipment;
2. know where the Personal Protective Equipment is located;
3. keep sufficient quantities of disposable plastic bags on hand;
4. provide where necessary, clean-up personnel and appropriate equipment (buckets, bleach, paper towels, saw dust, dust pan, broom, vacuum cleaner and disinfectant rug shampoo);
5. utilize proper hand washing methods after cleaning up.
   Note: HIV/AIDS is easily destroyed by household bleach, heat (56^0 C/135^0 F) for 10 minutes, detergent, hydrogen peroxide and alcohol (70%).

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

HEALTH & SAFETY PROCEDURE

Handling and Clean-up of Bodily Fluids, SP - 10
November 2000
To: All Staff Member

Purpose: To provide a standardize procedure to reduce/eliminate exposure to blood borne pathogens.

Method:

1. Each classroom is to be provided with latex/vinyl gloves from the school's first aid supplies and replenished as necessary. To ensure the integrity of the gloves, keep them stored in a plastic container or bag clearly marked "GLOVES".

2. The gloves should be worn every time an employee attends to the first aid needs of another individual when bodily fluids are involved. Even the simplest measures, such as applying a compress to a wound while transporting an individual to the first aid area, requires gloves to be worn.

   Staff on duty outside the regular classroom should carry a pair of gloves with them in case of an emergency.

3. Refuse from the cleaning up of bodily fluids or from attending to the injured/ill individual, including used gloves, is to be placed in a separate plastic bag and **disposed in a common garbage can (in the first aid area) NOT the classroom garbage can.**

   Individuals handling bodily fluids must wash their hands with hot soapy water once they have removed their gloves.

4. When cleaning up bodily fluids:
   i) gloves must be worn;
   ii) excess bodily fluids should be wiped up with paper towel and disposed in first aid garbage can;
   iii) area must be washed with appropriate germicide (1 part bleach to 9 parts water).

5. All garbage bins in the first aid area are to be labelled "FIRST AID" and lined with a plastic bag. If used, the bag must be changed on a daily basis. Do not handle the contents of the plastic bag. Tie the bag and dispose.

6. Rubber industrial/household gloves must be worn by caretaking staff when emptying and/or cleaning out the first aid garbage can.

NOTE: Also refer to Health & Safety Procedure: Universal Precautions – SP 9

A RESOURCE GUIDE TO

BLOOD BORNE PATHOGENS AND UNIVERSAL PRECAUTIONS

Documents Enclosed:

- **"After the Exposure" - Measures to Take if You Suspect Exposure to Blood Borne Pathogens**
- **Blood Borne Pathogens In A Nut Shell**
- **Bodily Fluids Capable of Transmission**
- **Universal Precautions - Latex vs. Vinyl Gloves**

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

"AFTER THE EXPOSURE"
MEASURES TO TAKE IF YOU SUSPECT EXPOSURE TO BLOOD BORNE PATHOGENS

IMMEDIATELY AFTER EXPOSURE TO BLOOD OR BODILY FLUIDS:

1. Allow wound to bleed freely.
   Cleanse wound, irrigate area of exposure.
   Remove soiled clothing.

2. Notify Principal/Supervisor of injury/exposure.

3. Go for medical assistance – treatment for this type of exposure MUST BE INITIATED WITHIN 2 HOURS.
   - The hospital's Emergency Department will determine the appropriate stat blood tests and treatment.
   - Depending on several factors (ie., type of exposure, known risks of the source individual, and vaccination history of the employee) the treatment will vary, (ie., immunization and/or possible initiation of HIV medication).

4. Counseling for exposure and treatment procedures is available from the Regional Public Health Department.

   Health Connections Information Line: 546-3550

5. Ensure that a Supervisor's Incident Investigation Report (SIIR) is completed and forwarded to WSIB Department.

BLOOD BORNE PATHOGENS IN A NUT SHELL

Infection/ Organism	Mode of Transmission	Incubation Period	Serological Tests	Guidelines	Prophylaxis Treatment	Complications
Hep B	Parenteral Sexual Perinatal	45-160 days	available	-universal precautions -good hand-washing -mask or protective eye wear	-clean wound with soap and running water -HBIG and vaccine booster if completed vaccine series	-fulminant hepatitis -chronic liver disease -cirrhosis -primary hepatocellular carcinoma
Hep C	Blood	14-180 days	available	-universal precautions -good hand-washing -mask or protective eye wear	-cleanse wound with soap and running water -baseline blood-work	-chronic liver disease -cirrhosis -primary hepatocellular carcinoma
Hep D	Parenteral Sexual Perinatal	15-64 days	available	-universal precautions -good hand-washing	-clean wound with soap and running water	-chronic liver disease -cirrhosis
AIDS/HIV	Parenteral Sexual Perinatal		available	-universal precautions -mask or eye protection	-cleanse wound with soap and running water -treatment should begin 2 hours after exposure -treatment may prevent development of HIV in up to 30% of exposed people -any of the following or combination of AZT (ZIDONUDINE) INDINAVIR LAMIVUDINE	-development of HIV infection

BODILY FLUIDS CAPABLE OF TRANSMISSION

Source: Public Health (March 2000)

Bodily Fluid	HIV	Hep B	Hep C
Blood, serum, plasma	yes	yes	yes
Semen	yes	yes	?
Vaginal Secretions	yes	yes	?
Saliva	no	yes	?
Biologic fluids visibly contaminated with blood	yes	yes	yes
Lab specimens containing viral specimens	yes	yes	yes
Organ and tissue transplants	yes	yes	yes
Breast Milk	yes	?	?
Donated blood and blood products	rare	rare	rare
Pleural, amniotic, pericardial, peritoneal, synovial and cerebrospinal fluids	yes	yes	?

UNIVERSAL PRECAUTIONS
LATEX VS. VINYL GLOVES

With the increased use of Universal Precautions, latex rubber gloves have been recognized as a cause of irritant and delayed allergic skin reactions. More severe health effects have also been noted over the last ten (10) years, such as hives, runny nose, red, irritated eyes and anaphylactic reaction.

The Canadian Society of Allergy and Clinical Immunology has indicated in recent years, that latex allergies within the school setting are rare.

Who is at High Risk for Latex Allergy?:

- Children with spina bifida need many surgical procedures and catheterizations. The risk for latex allergy is so high that it is recommended that they should avoid latex products entirely to avoid becoming allergic.
- Anyone who wears latex gloves regularly ie., nurses, dental hygienists.
- Individuals who have undergone repeated surgery for any reason.
- Individuals with other allergies, especially to bananas, avocados, chestnuts, papaya and other tropical fruits.
- Individuals with eczema on their hands are at greater risk of becoming sensitized through repeated wearing of gloves.
- Rubber industry workers.

Selecting Gloves:

The use of latex gloves has prevented far more illness than it has caused. When selecting gloves, the decision should be based on barrier quality, allergenicity and cost.

Latex gloves are generally stronger and less expensive than vinyl, but may pose a serious health concern to the First Aider or individual receiving first aid, if either person has a latex allergy.

Reactions related to latex glove use can be divided into three (3) categories:

- **Irritant Contact Dermatitis-** is a non-allergic skin rash characterized by dry, flaky skin with papules, cracks or sores. Individuals may find relief using a cotton or non-latex liner before wearing latex gloves.
- **Allergic Contact Dermatitis (Delayed Type Hypersensitivity)-** is a skin condition caused by cellular immune response within the body by repeated contact with the allergen. A rash within 48 to 96 hours, followed by dry, red, crusted and thickened skin with hard bumps, sore and blisters. Sensitized individuals may have a recurring rash, or worsening of the rash . Individuals with **allergic contact dermatitis** should not have direct contact with latex and should wear vinyl or other non-latex gloves.
- **Immediate Allergic Reactions-** or hypersensitivity reactions are mediated by a

class of antibodies which quickly recognize the specific allergen from a previous exposure. Depending on the route of exposure, the amount of latex allergen, and the degree if individual sensitivity, two (2) immediate reactions can occur:

- **Systemic reactions-** are characterized by localized itching or discomfort and hives within five (5) to sixty (60) minutes after putting latex gloves on. Airborne latex allergens may also cause itchiness and inflammation of the eyes, eyelid swelling, runny nose, shortness of breath or asthma, dizziness and rapid heart beat.
- **Anaphylactic reactions-** includes the symptoms of **systemic reactions** and low blood pressure. Anaphylactic reactions are life threatening.

Individuals (staff or students) with **allergic contact dermatitis** should not wear or have first aid administered with latex gloves. This may mean that only certain areas of a school will require vinyl gloves to be stocked.

If individuals (staff or students) with **immediate reaction** to latex attend or work within a school, the entire school should be stocked with vinyl gloves ONLY.

Care of Gloves: Surgical gloves are subject to deterioration from both chemical and physical agents during shipment and storage. In general, gloves should not be stored in extreme temperatures or near chemicals. Good manufacturers will provide an expiry date on the individual package of gloves. Expired gloves should not be used.

9-11

The Hamilton-Wentworth District School Board

Impact Summary

Recommended Action:
That the Hamilton-Wentworth District School Board recognizes its responsibility to minimize potential exposure of individuals to blood borne pathogens, while respecting each individual's right to privacy regarding his/her medical conditions.

The impact of approving the foregoing recommended action is as follows:

1. **Benefits/Expected Outcomes ➡**
   - Safety of individuals within the Board (staff, students, etc.) is protected
   - The privacy of all individuals with respect to their medical health is respected

   ☒ Yes ☐ No Recommended action is consistent with board beliefs and criteria for decision making.

2. **Target Audience ➡**
   Audience recommended action is expected to impact: all staff and students
   Annual number expected to benefit in any 12 month period: approximately 58,000 students and 4,000 plus staff

3. **Costing detail ➡**
   Effective date of recommended action: 2000-2001 school year

	Start-Up Cost	Operating Cost (*This year residual)	Operating Cost (Next Full Year)
Permanent Staff: FTE = _____ Salary + Benefits	$	$	$
Temporary Assistance:			
Supplies (description): Gloves Sharps Containers ($5.50 each)	$ 3000.00 $ 3000.00 $	$ included in start-up $ included in start-up $ $	$ school budget $ school budget $ $
Equipment (description):	$ $ $	$ $ $	$ $ $
Accommodation/ Transportation (description): Other: in-service	$ $ nil $	$ $ nil $	$ $ nil $
Total	$ 6000.00	$ _____	$ _____

*This Year Residual = From effective date of recommended action to the end of the current budget year.

4. **Funding ➡**

Source Recommended: School Budget Central Funding (contingency) for start-up costs; additional costs from school budgets (First Aid supplies)

Activities/programs negatively impacted by shift of funding: school budgets

Compliance with legislated enveloping requirements:

Yes	No	
☒	☐	Classroom Non/Classroom
☐	☐	Special Education
☐	☐	Board Administration and Governance
☐	☐	School Renewal/Debenture/New Pupil Place

Date: November 2000

Note:
Impact Summary not required if recommeded action is to receive report for information.

4. Draft Policy: Blood Borne Pathogens

K. Croxall advised that at the time of amalgamation both former Boards had an HIV/AIDS policy. Since this time, there have been legislative changes with respect to this policy, for example, universal precautions for all blood borne pathogens rather than one identified type. She added it is the responsibility of the schools through regular first aid training to maintain the policy and ensure that proper procedures are carried out.

K. Croxall then called upon J. Goldsworthy, Health and Safety Officer to help respond to questions.

Members made the following points/suggestions with respect to the policy:

- L. Orban emphasized the importance of hand washing and disposal of gloves in the proper place.
- R. Schofield felt that not only staff at the school but other key people, for example volunteers, also need to be aware of the appropriate procedures.
- J. Byers noted that rubber gloves in the schools seem to disappear unless the gloves are actually attached to something.
- Assurances that in service and training are being done to make staff aware of the precautions re Blood Borne Pathogens.

J. Goldsworthy responded that in the elementary schools the gloves are usually held in a "ziploc" bag and hung on a nail in the same spot of each classroom. She suggested there could be a common understanding in secondary schools of where these could be placed.

Responding to a question about in-servicing staff on these procedures, J. Goldsworthy stated that public health and the health and safety department in service principals who are then responsible to in service their staff. There is a training package for principals to take back to their school.

K. Croxall added that universal precautions are part of the Board`s curriculum and many schools provide a basic form of training.

S. Lowrey asked about universal precautions for those organizations that rent board facilities. J. Goldsworthy advised that the renter would notify the head caretaker in the school of any emergency and the caretaker would have access to a first aid kit and telephone.

J. Popov felt it wouldn't be a common episode for volunteers to, for example, apply pressure to a bleeding wound. M. Matier clarified that if a volunteer was the only adult on the scene if an accident occurred, their immediate reaction would be to help; therefore, they should have a sense of how to deal with this should the situation occur.

J. Popov suggested the wording for number 3.0 of the Operating Procedures read:
Training and education programs will be developed *for staff and volunteers* and directed through...

K. Croxall and members agreed to this amendment.

Concerned that this would be added responsibility to the Health & Safety Department, J. Byers asked J. Goldsworthy to comment.

J. Goldsworthy stated that the primary goal is to look after occupational health and safety for the staff of the board; however, the training packages are being created for training purposes already and it would be no trouble to duplicate extras.

It was moved by J. Byers: That the Draft Policy: Blood Borne Pathogens be approved as amended. (the policy statement remains the same; one change to item 3.0 of the operating procedures).
CARRIED UNANIMOUSLY (16).

R. McGall thanked K. Croxall and J. Goldsworthy for their presentation and response to questions.

#10

The Hamilton-Wentworth District School Board

Approved for distribution by the Director.
Signature: [signature]
Date: Feb 23 | 2001

MEMORANDUM

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Education
Joanne Languay, EQAO Contact, Ontario Curriculum Consultant
Date: March 1, 2001
Re: ***2000-2002 Hamilton-Wentworth District School Board EQAO Action Plan for Improvement in Mathematics, Reading and Writing based on Grade 3 and 6 EQAO Results (Reviewed January 2001)***

RECOMMENDED ACTION

Moved by _____ that the*2000-2002 Hamilton-Wentworth District School Board EQAO Action Plan for Improvement in Mathematics, Reading and Writing based on Grade 3 and 6 EQAO Results (Reviewed January 2001)* be approved and submitted to EQAO as required.

The EQAO Grade 3 and 6 provincial assessments of Mathematics, Reading and Writing provide the Board and its schools with high-quality information about student performance that augments information that teachers have gathered through regular classroom assessments and helps teachers adapt instruction to improve learning. Following the release of the *2000 EQAO Grade 3 and 6 Assessment of Reading, Writing and Mathematics, Summary of Results and Initial Cursory Review* Board Report, a committee was struck to prepare the System Action Plan. The system results, viewed with contextual data such as demographics and student, parent and teacher attitudes and practices, provide a focus for parents, teachers and board personnel to discuss student achievement and to plan for improvement system wide.

At the school level, administrators and teachers, working with parents and school councils have communicated their EQAO results to their community and have prepared individual school action plans for improvement. Similarly, at the board level the System EQAO Action Plan Committee comprised of teachers, administrators, parents, school council members, consultants and superintendents have interpreted the achievement and contextual data for the system and prepared this *2000-2002 Hamilton-Wentworth District School Board EQAO Action Plan for Improvement in Mathematics, Reading and Writing based on Grade 3 and 6 EQAO Results (Reviewed January 2001).*

The EQAO System Action Plan Committee met during January and early February. The following hardworking members of the committee are thanked for their commitment and interest:

Superintendents:	K. Croxall, W. Joudrie, C. Reid
Elementary Administrators:	L. Hart (Thornbrae), A. Raymont (Parkdale), L. Romano (Greensville)
Secondary Administrator:	P. Joshua (Hill Park)
Elementary Teachers:	L. Astle (Tapleytown), R. Bratuz (Allan A. Greenleaf), C. Brown (Queen Mary)
Ontario Curriculum Team:	J. Languay (EQAO Contact, Mathematics Sub-Committee Chair), J. George (Writing Sub-Committee Chair), K. Sanford (Reading Sub-Committee Chair), W. Hahn. C. Mackenzie, C. Sims, D. Sprentz, L. Subonovich, M. J. Tyczynski, J. Van Duzen
Special Education Team:	J. Abrahams, J. Hashimoto-Banks, S. MacDonald, C. Poot, S. Staios
Other Consultative Staff:	G. Belisario, J. Kott
Parents (School Council/ Home and School):	L. Heaton (Flamborough Centre), J. Lewis-Knight (A.M. Cunningham)

The System Action Plan consists of a great many tasks and strategies designed to improve student achievement in the areas of Reading, Writing and Mathematics. The first task of the committee was to review the previous two-year plan and to identify what had already been accomplished. Much of this information appears in the Review column of the full plan. Then in light of the work already undertaken and this year's results, the committee recommended continuing some tasks and initiating new tasks to address needs. Finally, to give the system greater direction and focus among the numerous tasks in each area, key or priority tasks were identified. Also of note is the fact that this year, for the area of reading, a system improvement target for our 2002 EQAO scores has been set. It is expected that staff development planning and resource allocation will be aligned to support this Reading target.

The complete 2000-2002 plan which must be forwarded to EQAO by April 2, 2001 is attached to this memorandum and will be posted on the EQAO web site. Trustees will find much more detail in the complete report but the following executive summary provides a simplified overview of the key tasks and strategies which will be undertaken over the term of the plan.

Finally this February EQAO has released a provincial template for reporting school system improvement planning (attached). School boards are not required to use the template for reporting at this stage, but it is expected that System Action Plans address the areas outlined within their plans. In *The Ontario Report and Guide on School Improvement Planning 1999-2000*, EQAO provided summaries of school board action plans in order to help district school boards with their planning for the improved achievement of all students. There were eleven "Major Improvement Planning Emphases" identified as strengths of the HWDSB 2000-2002 plan. There was one "Future Focus" identified for further consideration and that was "monitoring the effectiveness of the plan". In order to address this concern, the HWDSB System Action Plan Committee has agreed that reviewing the plan should occur twice every calendar year (e.g., January and September) rather than once per year and the role of superintendents in monitoring the implementation of school action plans has been included as a specific strategy. These reviews will ensure that the actions continue to be applicable to the system in light of assessment results received each October, and will help to track the successful implementation of the plan at the system and school levels. The 28 questions attached to the five categories outlined in the new EQAO template – Action at System Level for Improved Achievement of All Students, Sharing Successful Practice, Indicators of Effectiveness and Monitoring Process, School Action Plans, and Involving Parents and Communicating Results – will help us further refine our improvement planning in the years ahead.

Executive Summary of HWDSB EQAO Action Plan

🗝 Key Tasks *(What needs to be done?)* and ✓Actions *(How will we do it?)*

Reading

🗝 Increase the number of students performing at Levels 3 and 4 in overall achievement in reading by a minimum of 3 percentage points.

- ✓ allocate funds to support system-wide reading improvement initiatives for students in grades 1 - 8
- ✓ provide in-service directed toward improving student skills in reading
- ✓ feature reading at the HWDSB 2002 Summer Institute
- ✓ provide financial incentives for teaching staff to pursue professional development in the area of reading as funding allows (e.g., courses, conferences, workshops)
- ✓ require that all schools have a process in place for at-risk readers with the intention of affecting reading improvement in future years (beyond 2002)

🗝 Increase the variety of instructional and assessment strategies used by teachers for reading.

- ✓ provide teachers and administrators with descriptions of effective reading practice, the reading process and appropriate teaching and assessment strategies
- ✓ support schools and clusters of schools in their planning to improve reading instruction and assessment

- ❖ **Increase student skills in all knowledge/skills categories of reading.**
- ❖ **Increase Special Education student skills and performance in reading.**

Writing

🗝 Increase teacher understanding of direct instruction in all knowledge/skills categories as it relates to the writing process.

- ✓ promote the use of appropriate quality resources through in-services to assist teachers
- ✓ support teachers in explicitly teaching students (the writing process, forms and purposes, organization)
- ✓ develop a Junior section for the Literacy Guidelines which promote the use of a variety of purposes and audiences for student writing
- ✓ provide strategies for the use of technology in writing for a variety of purposes and a variety of audiences
- ✓ continue the implementation plan of the Early Literacy Guidelines

🗝 Increase teacher and administrator understanding of assessment in all knowledge/skills categories of writing.

- ✓ provide in-services for teachers / administrators that focus on understanding the instruction and assessment of writing categories
- ✓ develop a Junior section for the Literacy Guidelines to assist teachers and administrators with effective practices for teaching and assessing student writing
- ✓ begin development of an Intermediate section for the Literacy Guidelines

- ❖ **Develop teacher and administrator understanding of the achievement levels in writing.**

Mathematics

🗝 Continue to implement the Peel/Hamilton-Wentworth Numeracy Project with an increased emphasis on the knowledge/skills categories (process) of mathematics rather than the strands (content).

- ✓ provide a list of all of the components of the project that should be in all schools and a sample of a survey that can be done within the school to monitor the level of understanding and use of the different components
- ✓ monitor the implementation of the Numeracy Project by asking for feedback (at in-service and through a system survey) from schools about the supports needed to continue implementation: *What support do you need to help you with your implementation of the components of the project?*
- ✓ Provide differentiated support on the Numeracy Project based on system, school and individual teacher need (e.g., awareness level in-service, increased focus on assessment using the components)

Develop teacher assessment literacy in mathematics.

- ✓ offer in-service for teachers to identify and generate activities that allow students to demonstrate Level 4 performance and the appropriate assessment that would match the expectation(s) (focused in-services required)
- ✓ offer in-service for teachers that promotes consistency in assessment by leveling samples of student work using EQAO and/or Numeracy scales and check results with accompanying anchor papers) (focused in-services required)
- ✓ introduce the Ministry of Education Mathematics Exemplars Resource Document, Grades 1-8 through in-services at the system and cluster levels

- ❖ **Increase student skills when communicating required knowledge in mathematics.**
- ❖ **Increase student skills when problem solving in mathematics.**
- ❖ **Increase teacher use of a variety of tools (e.g., manipulatives, calculators, computers) to support mathematics instruction.**
- ❖ **Provide opportunities for teachers and administrators to monitor their implementation of a balanced mathematics program.**
- ❖ **Increase awareness of the mathematics curriculum & assessment issues facing students as they make the transition from elementary to secondary (e.g., reporting, EQAO).**

Areas of Focus Common to Mathematics, Reading and Writing

Increase parent awareness and involvement in mathematics, reading and writing at home and school.

- ✓ distribute survey to School Council Chairs to monitor the usefulness of parent fact sheets
- ✓ Superintendents will encourage schools to provide opportunities for parents to increase their understanding and involvement in mathematics, reading and/or writing at home and school
- ✓ provide workshop(s) at the annual HWDSB Parent Conference that address mathematics, reading and writing instruction and assessment

Increase ESL student skills and performance in mathematics, reading and writing.

- ✓ conduct meetings/in-services for ESL teachers on a regular basis to address concerns, share strategies, provide support
- ✓ compile an ESL resource binder that includes: communication with parents in different languages (e.g., EQAO translations), strategies to use in the classroom with ESL students to help in mathematics, reading and writing
- ✓ heighten awareness of ESL issues & concerns across the system (specifically, Superintendents of Education, Instructional Services departments, School Administrators) for the purpose of improving programming and assessment in ESL

Address gender differences in mathematics, reading and writing.

- ✓ provide parents, teachers and administrators with "awareness level" information on current research available on gender differences in mathematics, reading and writing

- ❖ **Increase professional reading opportunities for teachers and administrators in the areas of mathematics, reading, writing and assessment.**
- ❖ **Provide opportunities for teachers to become leaders in the areas of mathematics, reading, writing and assessment.**
- ❖ **Monitor School EQAO Action Plans (Superintendents) to ensure EQAO criteria for School Action Plans are met.**

EQAO
Education Quality and Accountability Office

DISTRICT SCHOOL BOARD IMPROVEMENT PLANNING TEMPLATE

(Type answer below each question.)

Action at System Level for Improved Achievement of All Students

1. Which curriculum areas have been selected for improvement in your school system?

2. Why were these areas selected?

3. What grade levels are involved?

4. What are your system achievement targets?

5. What are the expectations for curriculum areas and grades not directly selected?

6. What major system activities will support school efforts for improvement?

Sharing Successful Practice

7. How do you identify successful practices that can be used to influence instructional effectiveness in your board?

8. Who is involved in gathering information?

9. What system strategies do you use to share these practices?

10. What system has been established in your board to implement successful practices?

11. Do you have any helpful research to recommend to colleagues?

Indicators of Effectiveness and Monitoring Process

12. What indicators do you use to measure the effectiveness of the system improvement plan?

13. How do you monitor, document and report progress?

14. What is the process for adjusting the plan?

15. What methods are in place to recognize exemplary implementation?

16. How are schools held accountable for developing and implementing an improvement plan?

School Action Plans

17. How is the school action plan process monitored?

18. How are school action plans linked to system action plans?

19. How are supports for school improvement ensured?

20. What resources do principals have for implementing school plans?

21. What training is provided to school improvement teams?

Involving Partners and Communicating Results

22. What role do parents have in the development of the plan for improvement at the school and system level?

23. What is the role of school councils?

24. How is their advice provided?

25. What feedback is provided on their recommendations?

26. How is the plan communicated to the general public?

27. How is the input of the broader community obtained?

28. How is success communicated and highlighted?

2000 – 2002
Hamilton-Wentworth District School Board
EQAO Action Plan for Improvement
in
Mathematics, Reading and Writing
based on
Grade 3 and 6 EQAO Results

(Reviewed in January 2001)

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

March 1, 2001

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Prepared by:

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Executive Summary of HWDSB EQAO Action Plan

🗝 Key Tasks *(What needs to be done?)* and ✓Actions *(How will we do it?)*

Areas of Focus Common to Mathematics, Reading and Writing

🗝 Increase parent awareness and involvement in mathematics, reading and writing at home and school.

- ✓ distribute survey to School Council Chairs to monitor the usefulness of parent fact sheets
- ✓ Superintendents will encourage schools to provide opportunities for parents to increase their understanding and involvement in mathematics, reading and/or writing at home and school
- ✓ provide workshop(s) at the annual HWDSB Parent Conference that address mathematics, reading and writing instruction and assessment

🗝 Increase ESL student skills and performance in mathematics, reading and writing.

- ✓ conduct meetings/in-services for ESL teachers on a regular basis to address concerns, share strategies, provide support
- ✓ compile an ESL resource binder that includes: communication with parents in different languages (e.g., EQAO translations), strategies to use in the classroom with ESL students to help in mathematics, reading and writing
- ✓ heighten awareness of ESL issues & concerns across the system (specifically, Superintendents of Education, Instructional Services departments, School Administrators) for the purpose of improving programming and assessment in ESL

🗝 Address gender differences in mathematics, reading and writing.

- ✓ provide parents, teachers and administrators with "awareness level" information on current research available on gender differences in mathematics, reading and writing

❖ **Increase professional reading opportunities for teachers and administrators in the areas of mathematics, reading, writing and assessment.**

❖ **Provide opportunities for teachers to become leaders in the areas of mathematics, reading, writing and assessment.**

❖ **Monitor School EQAO Action Plans (Superintendents) to ensure EQAO criteria for School Action Plans are met.**

Mathematics

🗝 Continue to implement the Peel/Hamilton-Wentworth Numeracy Project with an increased emphasis on the knowledge/skills categories (process) of mathematics rather than the strands (content).

- ✓ provide a list of all of the components of the project that should be in all schools and a sample of a survey that can be done within the school to monitor the level of understanding and use of the different components
- ✓ monitor the implementation of the Numeracy Project by asking for feedback (at in-service and through a system survey) from schools about the supports needed to continue implementation: *What support do you need to help you with your implementation of the components of the project?*
- ✓ Provide differentiated support on the Numeracy Project based on system, school and individual teacher need (e.g., awareness level in-service, increased focus on assessment using the components)

🗝 Develop teacher assessment literacy in mathematics.

- ✓ offer in-service for teachers to identify and generate activities that allow students to demonstrate Level 4 performance and the appropriate assessment that would match the expectation(s) (focused in-services required)
- ✓ offer in-service for teachers that promotes consistency in assessment by leveling samples of student work using EQAO and/or Numeracy scales and check results with accompanying anchor papers) (focused in-services required)
- ✓ introduce the Ministry of Education Mathematics Exemplars Resource Document, Grades 1-8 through in-services at the system and cluster levels

❖ **Increase student skills when communicating required knowledge in mathematics.**

❖ **Increase student skills when problem solving in mathematics.**

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- ❖ **Increase teacher use of a variety of tools (e.g., manipulatives, calculators, computers) to support mathematics instruction.**
- ❖ **Provide opportunities for teachers and administrators to monitor their implementation of a balanced mathematics program.**
- ❖ **Increase awareness of the mathematics curriculum & assessment issues facing students as they make the transition from elementary to secondary (e.g., reporting, EQAO).**

Reading

- 🗝 **Increase the number of students performing at Levels 3 and 4 in overall achievement in reading by a minimum of 3 percentage points.**
  - ✓ allocate funds to support system-wide reading improvement initiatives for students in grades 1 - 8
  - ✓ provide in-service directed toward improving student skills in reading
  - ✓ feature reading at the HWDSB 2002 Summer Institute
  - ✓ provide financial incentives for teaching staff to pursue professional development in the area of reading as funding allows (e.g., courses, conferences, workshops)
  - ✓ require that all schools have a process in place for at-risk readers with the intention of affecting reading improvement in future years (beyond 2002)
- 🗝 **Increase the variety of instructional and assessment strategies used by teachers for reading.**
  - ✓ provide teachers and administrators with descriptions of effective reading practice, the reading process and appropriate teaching and assessment strategies
  - ✓ support schools and clusters of schools in their planning to improve reading instruction and assessment
- ❖ **Increase overall achievement in reading.**
- ❖ **Increase student skills in all knowledge/skills categories of reading.**
- ❖ **Increase Special Education student skills and performance in reading.**

Writing

- 🗝 **Increase teacher understanding of direct instruction in all knowledge/skills categories as it relates to the writing process.**
  - ✓ promote the use of appropriate quality resources through in-services to assist teachers
  - ✓ support teachers in explicitly teaching students (the writing process, forms and purposes, organization)
  - ✓ develop a Junior section for the Literacy Guidelines which promote the use of a variety of purposes and audiences for student writing
  - ✓ provide strategies for the use of technology in writing for a variety of purposes and a variety of audiences
  - ✓ continue the implementation plan of the Early Literacy Guidelines
- 🗝 **Increase teacher and administrator understanding of assessment in all knowledge/skills categories of writing.**
  - ✓ provide in-services for teachers / administrators that focus on understanding the instruction and assessment of writing categories
  - ✓ develop a Junior section for the Literacy Guidelines to assist teachers and administrators with effective practices for teaching and assessing student writing
  - ✓ begin development of an Intermediate section for the Literacy Guidelines
- ❖ **Develop teacher and administrator understanding of the achievement levels in writing.**

Reading the Revised EQAO Action Plan for Improvement

Part of the process of reviewing the EQAO Action Plan is to identify Tasks *(What needs to be done?)* and Actions *(How will we do it?)* which are completed, continuing and new.

- **Key Tasks** from the EQAO Action Plan are those that will be of greatest importance in the plan. They are represented in the Executive Summary in a grey box with a key symbol. They are also represented in the body of the Action Plan in a grey box with a key symbol. There are other tasks that are ongoing and available to the system, but *the Key Tasks are our priorities.*

There are a few **New Tasks** in the Action Plan. They are written in **bold type** with the word **(new)** written after the task.

- ☑ **Completed Actions** are represented in the plan with a checked box with the word **(completed)** written after the action. They are also reviewed in the Review *(How did we do?)* column.
- ☑ **Continuing Actions** are represented in the plan with a checked box with the word **(continuing)** written after the action. They are also reviewed in the Review *(How did we do?)* column.
- ☐ **New Actions** are represented in the plan with an empty box and they are written in **bold type.** Since they are new, there is nothing in the review column until they are formally reviewed by the EQAO System Action Plan Committee.

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INTRODUCTION

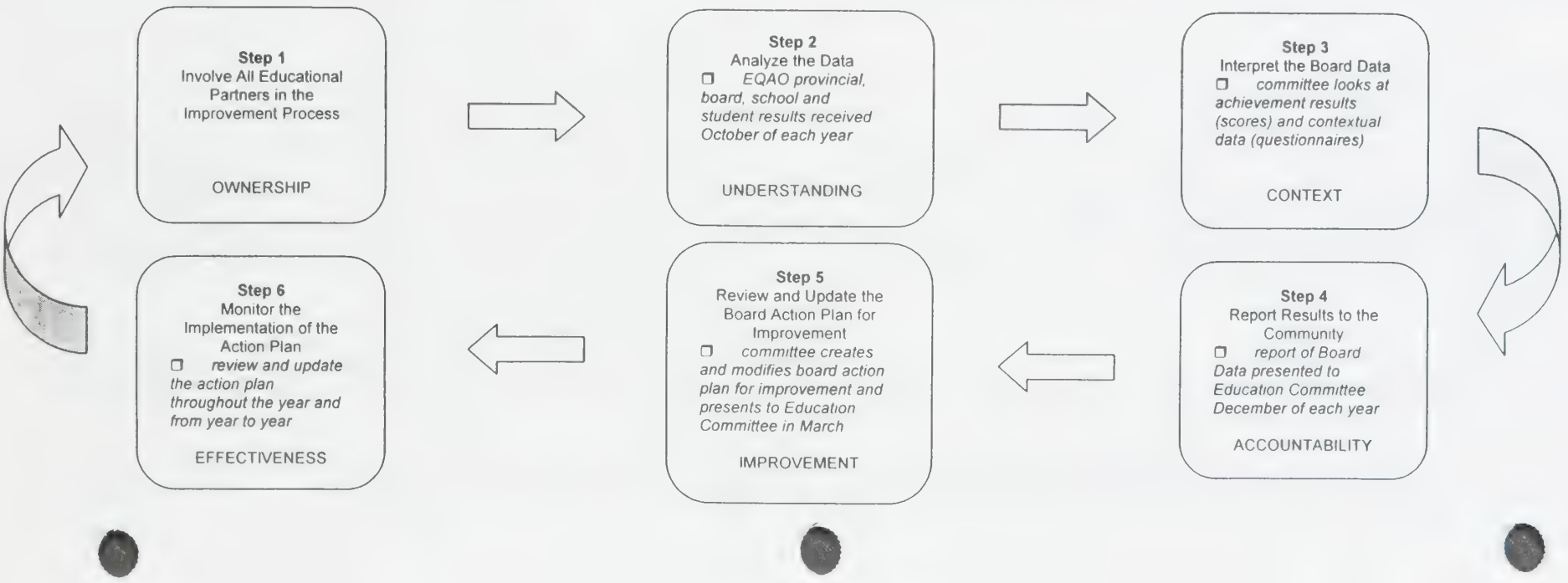
The purpose of the EQAO Grade 3 and 6 provincial assessments of Mathematics, Reading and Writing is to provide high-quality information about student performance, to augment information that teachers have gathered through regular classroom assessments, to help teachers adapt instruction to improve learning and to provide a focus for parents, teachers and boards to discuss students' achievement and to plan for improvement.

The Board Report *2000 EQAO Grade 3 and 6 Assessment of Reading, Writing and Mathematics, Summary of Results and Initial Cursory Review*, presented at the December Education Committee meeting of the Hamilton-Wentworth District School Board, released board and school results within detailed contextual information. For each school a summary comprised of the school profile, key findings, school's response to results and school EQAO results (demographics, attitudes and overall achievement) was included. This enabled our performance on the assessment to be interpreted in light of the challenges faced by the Board and our schools

At the school level, administrators and teachers, working with parents and school councils have communicated their EQAO results to their community and have prepared individual school action plans for improvement. Similarly, at the board level the System EQAO Action Plan Committee comprised of teachers, administrators, parents, school council members, consultants and superintendents have interpreted the achievement and contextual data for the system and prepared this *2000-2002 Hamilton-Wentworth District School Board EQAO Action Plan for Improvement in Mathematics, Reading and Writing based on Grade 3 and 6 EQAO Results (Reviewed January 2001).*

In *The Ontario Report and Guide on School Improvement Planning 1999-2000*, EQAO provided summaries of school board action plans in order to help district school boards with their planning for the improved achievement of all students. There were eleven "Major Improvement Planning Emphases" identified as strengths of the HWDSB 2000-2002 plan. There was one "Future Focus" identified to be considered and that was "monitoring the effectiveness of the plan". In order to address this concern, the HWDSB System Action Plan Committee has agreed that reviewing the plan should occur twice every calendar year (e.g., January and September) rather than once per year. The reviews will ensure that the actions continue to be applicable to the system in light of assessment results received each October, and will help to track the successful implementation of the plan.

THE SCHOOL BOARD IMPROVEMENT PLANNING CYCLE
(adapted from the EQAO *Educator Handbook*, second edition)



Areas of Focus Common to Mathematics, Reading and Writing

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD ACTION PLAN FOR IMPROVEMENT IN THE PRIMARY, JUNIOR AND INTERMEDIATE DIVISIONS BASED ON GRADE 3 AND 6 EQAO RESULTS

Improvement Outcome: to be reviewed in December 2000, 2001, 2002

Action Plan Committee: Members of the Mathematics, Reading and Writing System Action Plan Committees

TASK *What needs to be done and why?*	**ACTIONS** *How will we do it?*	**ROLE** *Who will do it?*	**TIMELINES** *When will we do it?*	**INDICATORS** *How will we know if we are getting there?*	**REVIEW** *How did we do?*
⊶ Increase parent awareness and involvement in mathematics, reading, and writing at home and school. **Mathematics** ⇨ *(98-99) 57% of grade 3 parents and 43% of grade 6* ⇨ ***(99-00)** 56% of grade 3 parents and 44% of grade 6 parents encourage their child to do mathematics that is not part of his or her work for school at least a few times a week* **Reading** ⇨ *(98-99) 52% of grade 3 parents and 24% of grade 6* ⇨ ***(99-00)** 59% of grade 3 parents and 24% of grade 6 parents **read** with their children at least a few times a week* **Writing** ⇨ *(98-99) 57% of grade 3 parents and 37% of grade 6* ⇨ ***(99-00)** 56% of grade 3 parents and 40% of grade 6 parents encourage their child to do **writing** that is not part of his or her work for school at least a few times a week*	☑ develop fact sheets "Helping your child with Mathematics, Reading and Writing", which can be used by schools in a variety of ways (e.g., school newsletters, curriculum nights, School Council meetings, parent teacher interviews) **(completed)** ☐ **distribute survey to School Council Chairs to monitor the usefulness of parent fact sheets** ☑ support schools/clusters of schools in their planning to increase parent understanding and involvement in mathematics, reading and writing **(continuing)** ☐ **Superintendents will encourage schools to provide opportunities for parents to increase their understanding and involvement in mathematics, reading and/or writing at home and school** ☑ provide workshop(s) at the annual HWDSB Parent Conference that address mathematics, reading and writing instruction and assessment **(continuing at future Parent Conferences)**	Ontario Curriculum Team / Public Relations / Information Technology Team **Ontario Curriculum Team** Ontario Curriculum Team **Superintendents** Ontario Curriculum Team / Teachers	June 2000 **October 2001** as requested by schools/clusters of schools **January 2001 – December 2002** November 2000, 2001, 2002 (future dates to be determined)	☑ distribution of fact sheets to all elementary school administrators and school councils for distribution to all parents ☑ fact sheets posted on HWDSB Information Place ☐ **survey distributed to school council chairs to monitor the usefulness of parent fact sheets to be completed in October 2001** ☑ provide administrators with information regarding the kinds of parent presentations available **(Ontario Curriculum, assessment, EQAO, Report Cards) as basis for cooperative planning and tailoring to meet school/cluster needs** ☑ support is provided as requested and tracked ☐ **responses will be tracked for the system from the EQAO principal questionnaire** ☑ workshop(s) offered at the annual HWDSB Parent Conference and information posted on HWDSB Information Place	⇨ *distributed to schools January 2001* ⇨ *posted February 01* ⇨ *lack of requests for generic Ontario Curriculum presentation indicates a need for more specific presentations tailored to school needs and providing a list to principals at cluster meeting (April 01) of what's currently available for co-operative planning* ⇨ *3 parent nights (Math)* ⇨ *4 parent nights (Reading)* ⇨ *1 parent night (O C)* ⇨ *Parent Conference postponed to April 7, 2001* ⇨ *Mathematics & Writing sessions cancelled due to lack of enrollment*

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TASK *What needs to be done and why?*	ACTIONS *How will we do it?*	ROLE *Who will do it?*	TIMELINES *When will we do it?*	INDICATORS *How will we know if we are getting there?*	REVIEW *How did we do?*
↦ Increase ESL student skills and performance in mathematics, reading and writing. **Mathematics** ⇨ (98-99) *28% of H-W grade 3 ESL students compared to 37% of grade 3 ESL students provincially, scored at Levels 3 and 4 in **mathematics*** ⇨ **(99-00)** *27% of H-W grade 3 ESL students compared to 36% of grade 3 ESL students provincially, scored at Levels 3 and 4 in **mathematics*** ⇨ (98-99) *12% of H-W grade 6 ESL students compared to 31% of grade 6 ESL students provincially scored at Levels 3 and 4 in **mathematics*** ⇨ **(99-00)** *18% of H-W grade 6 ESL students compared to 30% of grade 6 ESL students provincially scored at Levels 3 and 4 in **mathematics*** **Reading** ⇨ (98-99) *15% of H-W grade 3 ESL students compared to 21% of grade 3 ESL students provincially, scored at Levels 3 and 4 in **reading*** ⇨ **(99-00)** *17% of H-W grade 3 ESL students compared to 21% of grade 3 ESL students provincially, scored at Levels 3 and 4 in **reading*** ⇨ (98-99) *4% of H-W grade 6 ESL students compared to 17% of grade 6 ESL students provincially scored at Levels 3 and 4 in **reading*** ⇨ **(99-00)** *7% of H-W grade 6 ESL students compared to 18% of grade 6 ESL students provincially scored at Levels 3 and 4 in **reading*** **Writing** ⇨ (98-99) *29% of H-W grade 3 ESL students compared to 34% of grade 3 ESL students provincially, scored at Levels 3 and 4 in **writing*** ⇨ **(99-00)** *26% of H-W grade 3 ESL students compared to 24% of grade 3 ESL students provincially, scored at Levels 3 and 4 in **writing*** ⇨ (98-99) *11% of H-W grade 6 ESL students compared to 21% of grade 6 ESL students provincially scored at Levels 3 and 4 in **writing*** ⇨ **(99-00)** *8% of H-W grade 6 ESL students compared to 15% of grade 6 ESL students provincially scored at Levels 3 and 4 in **writing***	☑ provide in-service / training to prepare ESL teachers and administrators for the upcoming EQAO assessment so they can effectively support ESL students during the assessment (e.g., understanding permitted accommodations and modifications available to ESL students) **(continuing)** ☑ collect data on how ESL support is provided across the system by administering a survey to all elementary schools **(completed)** ☑ conduct meetings / in-services for ESL teachers on a regular basis to address concerns, share strategies, provide support **(continuing)** ☑ develop an ESL in-service support plan for classroom teachers and ESL teachers in the system **(continuing)** ☐ compile an ESL resource binder that includes: - communications with parents in different languages (e.g., EQAO translations) - strategies to use in the classroom with ESL students to help in mathematics, reading and writing	ESL Consultant / EQAO Board Contact ESL Consultant ESL Consultant ESL Teachers/ ESL Consultant	ESL Teachers - March 28, 2000 Administrators – April 2000 **April 2001** **April 2002** April 2000 ongoing ongoing July 2001	☑ in-service is held, information is provided ☑ data collected ☑ meetings are held ☑ plan is developed and ready to begin implementation in September 2000 ☐ binder is compiled and distributed to schools	⇨ *information provided to ESL teachers at in service on March 28, 2000 and to administrators in April 2000* ⇨ *data collected May 2000* ⇨ *there is great diversity in program and delivery across the system; there has been an expansion of the ESL itinerant model to provide greater flexibility of service to schools* ⇨ *monthly meetings began September 2000 for ESL teachers addressing program and operational issues* ⇨ *in-services being planned in conjunction with Instructional Services support staff for JK/SK teachers, Core French teachers, Special Education Teachers (What's the difference between Spec. Ed & ESL?)* ⇨ *Media Services support and Publisher & Resource support also being planned* ⇨ *consideration of purchase of duplicating rights to Peel elementary ESL Support binder to incorporate into a HW ESL Support binder for all schools and ESL teachers*

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TASK *What needs to be done and why?*	ACTIONS *How will we do it?*	ROLE *Who will do it?*	TIMELINES *When will we do it?*	INDICATORS *How will we know if we are getting there?*	REVIEW *How did we do?*
Increase ESL student skills and performance in mathematics, reading and writing. *(continued from previous page)*	☐ **heighten awareness of ESL issues & concerns across the system (specifically, Superintendents of Education, Instructional Services departments, School Administrators) for the purpose of improving programming and assessment in ESL**	**ESL Consultant**	**January 2001 - December 2001**	☐ **ESL consultant presented issues and concerns related to ESL programming and assessment at Planning Council, Instructional Services department meetings, Administrators meetings and LRT meetings**	
	☐ **pilot the S.W.I.S.H. (Settlement Workers in Schools-Hamilton) program with approximately 15 schools in the system which helps support new families integrating into the school system & community**	**ESL Consultant / S.W.I.S.H. Co-ordinator / Settlement Workers**	**February 2001 - Spring 2002**	☐ **formal evaluation of the pilot program completed in Spring 2002**	
	☐ **co-ordinate meetings between middle school ESL teachers and secondary ESL department heads to discuss ESL issues and concerns regarding the transition from elementary to secondary ESL programs**	**ESL Consultant / Secondary Reform Consultant / ESL Department Heads**	**April 2001 - December 2002**	☐ **meetings occurred providing opportunities for dialogue and further planning between elementary and secondary ESL personnel**	

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TASK *What needs to be done and why?*	ACTIONS *How will we do it?*	ROLE *Who will do it?*	TIMELINES *When will we do it?*	INDICATORS *How will we know if we are getting there?*	REVIEW *How did we do?*
↦ Address gender differences in mathematics, reading and writing. **Mathematics** ⇨ (98-99) *44% of grade 3 girls and 37% of grade 6 girls report that they are "good at **mathematics**" compared to 58% of grade 3 boys and 56% of grade 6 boys* ⇨ **(99-00)** *44% of grade 3 girls and 40% of grade 6 girls report that they are "good at **mathematics**" compared to 61% of grade 3 boys and 59% of grade 6 boys* ⇨ (98-99) *overall, girls scored better in **mathematics**: 56% of grade 3 girls and 37% of grade 6 girls scored at Levels 3 and 4 compared to 52% of grade 3 boys and 33% of grade 6 boys* ⇨ **(99-00)** *overall, girls scored better in **mathematics**: 55% of grade 3 girls and 42% of grade 6 girls scored at Levels 3 and 4 compared to 51% of grade 3 boys and 39% of grade 6 boys* **Reading** ⇨ (98-99) *69% of grade 3 girls and 66% of grade 6 girls report that they are "a good **reader**" compared to 61% of grade 3 boys and 57% of grade 6 boys* ⇨ **(99-00)** *69% of grade 3 girls and 65% of grade 6 girls report that they are "a good **reader**" compared to 63% of grade 3 boys and 59% of grade 6 boys* ⇨ (98-99) *overall, girls scored better in **reading**: 48% of grade 3 girls and 49% of grade 6 girls scored at Levels 3 and 4 compared to 37% of grade 3 boys and 34% of grade 6 boys* ⇨ **(99-00)** *overall, girls scored better in **reading**: 52% of grade 3 girls and 51% of grade 6 girls scored at Levels 3 and 4 compared to 41% of grade 3 boys and 33% of grade 6 boys* **Writing** ⇨ (98-99) *63% of grade 3 girls and 54% of grade 6 girls report that they are "a good **writer**" compared to 58% of grade 3 boys and 56% of grade 6 boys* ⇨ **(99-00)** *64% of grade 3 girls and 52% of grade 6 girls report that they are "a good **writer**" compared to 53% of grade 3 boys and 46% of grade 6 boys* ⇨ (98-99) *overall, girls scored better in **writing**: 60% of grade 3 girls and 53% of grade 6 girls scored at Levels 3 and 4 compared to 43% of grade 3 boys and 32% of grade 6 boys* ⇨ **(99-00) overall, girls scored better in writing: 59% of grade 3 girls and 51% of grade 6 girls scored at Levels 3 and 4 compared to 43% of grade 3 boys and 32% of grade 6 boys**	☑ provide parents, teachers and administrators with "awareness level" information on current research available on gender differences in mathematics, reading and writing - Psychological Services Information Sheet #10 "*Mathematics and Gender Differences*" (May 98) - EQAO Research Series Number 1 "*Mathematics and Gender: Background Literature*" and "*Reading, Writing and Gender: Background Literature*" (April 99) - new Psychological Services Information Sheets on Reading, Writing and Gender Differences (when completed) ☑ develop a list of strategies to address gender differences in reading, writing and mathematics and share with teachers and parents through the HWDSB Information Place **(completed)**	Instructional Services Support Staff / Teachers Instructional Services Support Staff	September 2000 **December 2001** Fall 2000	☑ distribution of mathematics, reading, writing, and gender information to all elementary school administrators at fall cluster meeting to be shared with school staffs and school councils ☑ workshop(s) offered at the annual HWDSB Parent Conference ☐ **Information sheets posted on HWDSB Information Place** ☑ strategies shared with administrators and teachers (in-services, cluster meeting) ☑ included as a component of in-services	⇨ *Mathematics and Gender Differing information sheet distributed to all administrators in December 2000* ⇨ *Gender Differences in Reading and Writing currently being reviewed prior to distribution* ⇨ *Parent Conference postponed to April 7, 2001 (session on Gender cancelled due to lack of enrollment)* ⇨ *Strategies found in the Psych. Services Information Sheets on Mathematics and Literacy* ⇨ *All Mathematics, Reading/Writing in-services address the gender issue where applicable (e.g. differing interest in types of reading materials)*

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TASK *What needs to be done and why?*	ACTIONS *How will we do it?*	ROLE *Who will do it?*	TIMELINES *When will we do it?*	INDICATORS *How will we know if we are getting there?*	REVIEW *How did we do?*
Increase professional reading opportunities for teachers and administrators in the areas of mathematics, reading, writing and assessment. ⇨ *Hamilton-Wentworth teachers identified professional readings as the number one means of extending their personal knowledge of mathematics, reading and writing instruction over the last two years* (98-99): Gr 3 / Gr 6 - ***Mathematics*** *89% / 70%* - ***reading*** *91% / 80%* - ***writing*** *88% / 79%* (99-00): Gr 3 / Gr 6 - ***mathematics*** *85% / 68%* - ***reading*** *91% / 77%* - ***writing*** *86% / 75%* ⇨ (98-99) *Hamilton-Wentworth principals identified professional readings as a means of professional development in the theory and practice of mathematics instruction (55%) assessment (59%) and reading and/or writing instruction (64%) assessment (63%)* ⇨ **(99-00)** *Hamilton-Wentworth principals identified professional readings as a means of professional development in the theory and practice of mathematics instruction (65%) assessment (66%) and reading and/or writing instruction (71%) assessment (70%)*	☑ one article per month given to administrators to be shared with teachers and school councils as appropriate **(continuing)** ☐ **provide for schools a list of recommended professional journals and web sites**	Ontario Curriculum Team / Administrators **Ontario Curriculum Team / Administrators**	September 2000 – December 2002 **June 2001**	☑ current articles distributed (as copyright allows) at monthly cluster meetings; article to be shared with teachers and school councils as appropriate ☐ **list of recommended journals and web-sites distributed to schools at the June 2001 cluster meeting and posted on the HWDSB Information Place**	⇨ *one article per month distributed to all administrators at monthly cluster meetings*

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TASK *What needs to be done and why?*	ACTIONS *How will we do it?*	ROLE *Who will do it?*	TIMELINES *When will we do it?*	INDICATORS *How will we know if we are getting there?*	REVIEW *How did we do?*
Provide opportunities for teachers to become leaders in the areas of mathematics, reading, writing and assessment. ⇨ *(98-99) in the 1998-1999 Provincial Report on Achievement, EQAO recommended that one way for teachers to develop their capacity to assess student learning in the classroom is by talking with other teachers who are experienced in and use a range of classroom assessment activities in mathematics, reading and writing* ⇨ ***(99-00)** in the 1999-2000 Provincial Report on Achievement, EQAO recommended "that teachers learn from colleagues who, by participating in school board or provincial initiatives, have enhanced their skills in curriculum and assessment."*	☑ identify teachers and provide leadership opportunities for those who have participated in a variety of assessment initiatives e.g.: - EQAO field test teachers - EQAO markers/group leaders/subject leaders - curriculum writers - school representatives from train-the-trainer in-services **(continuing)** ☑ recognize teacher leadership as funding allows (e.g., conferences) **(continuing)** ☐ **identify a Numeracy (Mathematics) & Literacy (Language) contact in each elementary school to receive and share information with other teachers through staff meetings, divisional meetings, etc.**	Ontario Curriculum Team / Administrators/ EQAO Ontario Curriculum Team / Administrators **Ontario Curriculum Team / Administrators**	January 2000 – December 2002 January 2000 – December 2002 **October 2001**	☑ leadership opportunities are provided for identified teachers (e.g., participate as a presenter in school, cluster or system level in-services including Summer Institute) ☑ teachers are recognized for their leadership (e.g., attending OAME mathematics leadership conference, Reading for the Love of It, letters/certificates of recognition for presenting/writing, honoraria for presenting, classroom resources etc.) ☐ **each school submits names of contacts and a master system list is compiled** ☐ **contacts are recognized (e.g., certificate, letter, celebration, release time if funding permits)**	⇨ *approximately 50 teachers participated as presenters in cluster or system in-services (including Summer Institute)* ⇨ *all teacher presenters who participate in cluster and system in-services are recognized in some manner* ⇨ *some funding is available at the system and school level for conferences for teacher leaders*
Monitor School EQAO Action Plans (Superintendents) to ensure EQAO criteria for School Action Plans are met. (new)	☐ **develop an accountability instrument for Superintendents to use to monitor School EQAO Action Plans and share the checklist with administrators** ☐ **Superintendent ensures EQAO criteria for school action plans are met**	**Ontario Curriculum Team** **Superintendents of Education**	**February 2001** **March 2001**	☐ **checklist is developed by Ontario Curriculum and shared with administrators** ☐ **Superintendents provide schools with feedback on their EQAO Action Plans**	

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Area of Focus: Mathematics

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD ACTION PLAN FOR IMPROVEMENT IN THE PRIMARY, JUNIOR AND INTERMEDIATE DIVISIONS BASED ON GRADE 3 AND 6 EQAO RESULTS

Improvement Outcome: to be reviewed in December 2000, 2001, 2002

Action Plan Committee: Joanne Languay (Consultant), Krys Croxall (Superintendent), Claudette Sims (Consultant), Wes Hahn (Special Assignment Teacher), Debbie Sprentz (Special Assignment Teacher), Lin Hart (Principal), Peter Joshua (Secondary School Vice Principal), Cindy Brown (Teacher), Steve Staios (Special Education Consultant), Lori Heaton (Parent & School Council member)

TASK *What needs to be done and why?*	**ACTIONS** *How will we do it?*	**ROLE** *Who will do it?*	**TIMELINES** *When will we do it?*	**INDICATORS** *How will we know if we are getting there?*	**REVIEW** *How did we do?*
↦ Continue to implement the Peel/Hamilton-Wentworth Numeracy Project with an increased emphasis on the knowledge/skills categories (process) of mathematics rather than the strands (content).	☑ field test and distribute the final two strands of the project (Data Management and Probability, Number Sense and Numeration) **(completed)**	Ontario Curriculum Team / Teachers	January 2000 – October 2000	☑ field test is completed ☑ all schools send one representative to a half-day train-the-trainer session on the final two strands and receive all materials for their school	⇨ *field test completed May 00* ⇨ *two representatives from each school (approximately 210 teachers) received in-service and the materials for the final two strands of the Numeracy Project (Oct 00 - Jan 01)*
	☑ provide additional in-service opportunities on Geometry and Spatial Sense and Measurement strands	Ontario Curriculum Team / Teachers	January 2000 – December 2002	☐ administrators aware of math strand presentations currently available as basis for cooperative planning ☐ support is provided as requested and tracked	⇨ *list of all in-services available for co-operative planning to be distributed to administrators* ⇨ *1 request for in-service specific to Geometry & Spatial Sense*
⇨ (98-99) *54% of grade 3 students and 35% of grade 6 students scored at Levels 3 and 4 in the overall achievement of mathematics* ⇨ **(99-00)** *53% of grade 3 students and 41% of grade 6 students scored at Levels 3 and 4 in the overall achievement of mathematics*	☐ provide a list of all of the components of the project that should be in all schools and a sample of a survey that can be done within the school to monitor the level of understanding and use of the different components **(list provided, sample survey still to be completed)**	Ontario Curriculum Team	October 2000	☑ an interim list was provided to schools in October 1999 and January 2000 ☑ a complete list is provided to all schools in October 2000 / January 2001 ☐ a sample of an optional site-based survey is provided to all schools	⇨ *all schools provided with a complete list of all the components of the Numeracy Project (Oct 00 - Jan 01)* ⇨ *survey to be completed Spring 2001*
	☐ monitor the implementation of the Numeracy Project by asking for feedback **(at in-service and through a system survey)** from schools about the supports needed to continue implementation: *What support do you need to help you with your implementation of the components of the project?*	Ontario Curriculum Team / Teachers / Administrators	January 2001 – December 2002	☐ feedback is requested and received ☐ a plan based on feedback, is developed and put in place to support the implementation of the project	⇨ *feedback is received from all system, cluster and school in-services* ⇨ *plan to be based on feedback and system survey response*

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	☐ **Provide differentiated support on the Numeracy Project based on system, school and individual teacher need (e.g., awareness level in-service, increased focus on assessment using the components)**	**Ontario Curriculum Team**	**Spring 2001**	☐ **support plan developed based on feedback from system survey**	
TASK *What needs to be done and why?*	**ACTIONS** *How will we do it?*	**ROLE** *Who will do it?*	**TIMELINES** *When will we do it?*	**INDICATORS** *How will we know if we are getting there?*	**REVIEW** *How did we do?*
⊶ Develop teacher assessment literacy in mathematics. *(from the Ontario Curriculum 1-8 Mathematics document, and EQAO Assessment Scales)* ⇨ (98-99) *there are several assessment strategies and materials used by many H-W grade 3 and 6 teachers only a few times a month* ⇨ (98-99) *these strategies and materials would assist in the understanding of achievement levels (e.g., conferencing about mathematics, rubrics for mathematics activities, solutions of open-ended questions)* ⇨ **(99-00)** *teachers use some assessment strategies in mathematics only a few times a year or less:* *grade 3* *conferencing about mathematics (35%)* *mathematics journals/logs (32%)* *rubrics for mathematics activities (36%)* *solutions of open-ended questions (25%)* *reports on investigations (51%)* *grade 6* *conferencing about mathematics (42%)* *mathematics journals/logs (57%)* *rubrics for mathematics activities (47%)* *solutions of open-ended questions (32%)* *reports on investigations (61%)*	☐ offer in-service for teachers to identify and generate activities that allow students to demonstrate Level 4 performance and the appropriate assessment that would match the expectation(s) **(focused in-services required)**	Ontario Curriculum Team	September 2000 – December 2002 **beginning March 2001**	☑ opportunities to better understand the concept of Level 4 performance are included / embedded in school, cluster and system level mathematics in-services ☐ **in-services are offered that specifically address understanding the Levels of Achievement as they relate to mathematics are offered**	⇨ *all mathematics in-services address the concept of Level 4 opportunities /performance where applicable*
	☐ offer in-service for teachers that promotes consistency in assessment by leveling samples of student work using EQAO and/or Numeracy scales and check results with accompanying anchor papers) **(focused in-services required)**	Ontario Curriculum Team	September 2000 – December 2002 **beginning March 2001**	☑ opportunities to better understand the concept of leveling student work are included / embedded at school, cluster and system level mathematics in-services ☐ **in-services are offered that specifically address understanding the Levels of Achievement as they relate to mathematics are offered**	⇨ *teacher moderation process included in all mathematics in-services where applicable*
	☐ introduce the Ministry of Education Mathematics Exemplars Resource Document, Grades 1-8 through in-services at the system and cluster levels	Ontario Curriculum Team	pending release	☐ in-service plan is developed following release of Mathematics Exemplars Document	⇨ *Mathematics Exemplars document not yet released (scheduled release for interim document: Feb 2001)*
	☑ promote the cross-stranded Math Assessment Project (M.A.P.) units at in-services	Ontario Curriculum Team / Teachers	Fall 2000 – December 2002	☑ included as a component of school, cluster and system in-services	⇨ *M.A.P. units included /promoted in all mathematics in-services where applicable*
	☑ introduce the Ministry of Education Junior Mathematics units through in-service at the system and cluster levels **(completed)**	Ontario Curriculum Team	pending release	☑ in-service plan is developed following release of Junior Mathematics units	⇨ *at least one junior teacher in every H-W elementary school has received in-service on the Ministry Junior Math units (Oct 00 - Jan 01)* ⇨ *all schools received a complete master set of each unit and downloading instructions*

TASK *What needs to be done and why?*	ACTIONS *How will we do it?*	ROLE *Who will do it?*	TIMELINES *When will we do it?*	INDICATORS *How will we know if we are getting there?*	REVIEW *How did we do?*
Increase student skills when communicating required knowledge in mathematics. ⇨ *(98-99) 32% of grade 3 students and 23% of grade 6 students scored at Levels 3 and 4 in Communication compared to 33% of grade 3 students and 33% of grade 6 students provincially* ⇨ ***(99-00)** 26% of grade 3 students and 23% of grade 6 students scored at Levels 3 and 4 in Communication compared to 29% of grade 3 students and 32% of grade 6 students provincially* ⇨ *(98-99) 16% of grade 3 teachers and 12% of grade 6 teachers have their students engage in mathematics journal writing at least a few times a week compared to 22% of grade 3 teachers and 23% of grade 6 teachers provincially* ⇨ ***(99-00)** 27% of grade 3 teachers and 21% of grade 6 teachers have their students engage in mathematics journal writing at least a few times a week compared to 24% of grade 3 teachers and 27% of grade 6 teachers provincially*	☑ continue to provide school and cluster in-service opportunities for teachers on communication in mathematics (ie. the use of mathematical terminology, word walls, math journals, etc.) **(continuing)** ☑ create and provide each school with a set of mathematics vocabulary charts for each grade (1 – 8) that lists terminology and vocabulary based on the expectations from each grade **(completed)**	Ontario Curriculum Team / Teachers / Administrators Ontario Curriculum Team / Teachers	January 2000 – December 2002 June 2000 – January 2001	☑ in-services are provided as requested ☑ participation in school and cluster in-services on communication in mathematics is tracked ☑ math vocabulary charts are developed, distributed to schools ☐ math vocabulary charts are posted on the HWDSB Information Place	⇨ *10 in-services provided on Communication in Mathematics* ⇨ *approximately 210 teachers & administrators attended a school, cluster or summer institute in-service on Communication in Mathematics* ⇨ *vocabulary charts are created and developed*

12-01

TASK *What needs to be done and why?*	ACTIONS *How will we do it?*	ROLE *Who will do it?*	TIMELINES *When will we do it?*	INDICATORS *How will we know if we are getting there?*	REVIEW *How did we do?*
Increase student skills when problem solving in mathematics. ⇨ *(98-99) 36% of grade 3 students and 27% of grade 6 students scored at Levels 3 and 4 in Problem Solving compared to 38% of grade 3 students and 37% of grade 6 students provincially* ⇨ ***(99-00)** 27% of grade 3 students and 31% of grade 6 students scored at Levels 3 and 4 in Problem Solving compared to 30% of grade 3 students and 39% of grade 6 students provincially* ⇨ *(98-99) 38% of grade 3 teachers and 34% of grade 6 teachers have students solve open-ended problems at least a few times a week* ⇨ ***(99-00)** 39% of grade 3 teachers and 36% of grade 6 teachers have students solve open-ended problems at least a few times a week compared to 45% of grade 3 students and 39% of grade 6 students provincially*	☑ continue to provide school and cluster in-service opportunities for teachers on problem-solving in mathematics and strategies for instructing and assessing using a problem-solving approach **(continuing)** ☑ provide additional support on the use of appropriate problem-solving resources (e.g., Peel/Hamilton-Wentworth Numeracy Project) **(continuing)**	Ontario Curriculum Team / Teachers / Administrators Ontario Curriculum Team	January 2000 – December 2002 January 2000 – December 2002	☑ in-services are provided as requested ☑ participation in school and cluster in-services on problem solving in mathematics is tracked ☑ additional support is provided as requested and tracked	⇨ *10 in-services provided on Problem Solving in Mathematics* ⇨ *approximately 250 teachers & administrators attended a school, cluster or summer institute in-service on Problem Solving in Mathematics* ⇨ *4 follow-up in-services provided on the components of the Peel/Hamilton-Wentworth Numeracy Project* ⇨ *approximately 95 teachers & administrators attended a school follow-up inservice on the Peel/Hamilton-Wentworth Numeracy Project*
Increase teacher use of a variety of tools (e.g., manipulatives, calculators, computers) to support mathematics instruction. **Manipulatives** ⇨ *(98-99) 75% of grade 3 teachers and 33% of grade 6 teachers have their students use concrete materials to understand, learn and explain new concepts at least a few times a week* ⇨ ***(99-00)** 81% of grade 3 teachers and 44% of grade 6 teachers have their students use concrete materials to understand, learn and explain new concepts at least a few times a week*	☑ increase teacher awareness by modeling and highlighting the appropriate use of a variety of tools to support mathematics instruction in mathematics in-services **(continuing)** ☑ promote Information Technology software in-services and resources to teachers (e.g., Teaching & Technology) **(continuing)**	Ontario Curriculum Team/ Information Technology Team Information Technology Team	January 2000 – December 2002 January 2000 – December 2002	☑ strategies and resources shared with teachers at mathematics and information technology in-services ☑ increased use reported in EQAO Teacher Questionnaires (December 2001) ☑ packages of Information Technology software in-service flyers are distributed to all elementary schools through Information Technology Contact ☑ additional copies of upcoming Information Technology software in-service flyers and resources (e.g., Teaching & Technology) are distributed to administrators at cluster meetings	⇨ *all mathematics in-services address the use of tools where applicable* ⇨ *with one exception (Grade 3 teachers use of computers), increased use of tools (concrete materials, calculators & computers) reported in the 2000 Teacher Questionnaire* ⇨ *packages of information distributed to Information Technology Contact* ⇨ *additional copies are distributed to administrators*

22-01

Calculators ⇨ *(98-99) 22% of grade 3 teachers and 38% of grade 6 teachers have their students use calculators to do arithmetic in a problem-solving environment, to explore patterns, to test out predictions at least a few times a week* ⇨ ***(99-00)** 25% of grade 3 teachers and 41% of grade 6 teachers have their students use calculators to do arithmetic in a problem-solving environment, to explore patterns, to test out predictions at least a few times a week* **Computers** ⇨ *(98-99) 22% of grade 3 teachers and 6% of grade 6 teachers have their students use computers (e.g., to organize and/or display data, for geometry investigations) at least a few times a week* ⇨ ***(99-00)** 17% of grade 3 teachers and 12% of grade 6 teachers have their students use computers (e.g., to organize and/or display data, for geometry investigations) at least a few times a week*	☑ continue to provide in–school support (e.g., in-service, demonstration lessons) on effective integration of computers into the mathematics curriculum **(3 half-time Information Technology itinerant teachers to continue to provide support)** ☑ continue to develop resources for teachers to facilitate computer use in the mathematics program **(focusing on core software that facilitates integration between math and other subject areas (e.g., Math & Science & Technology): AppleWorks (ClarisWorks), MathTrek Series, MathVille series, Geometer's Sketchpad, Tabs+)** ☐ **post all available mathematics resources (e.g., M.A.P. units) on the HWDSB Information Place for schools/teachers to access**	Information Technology Team Information Technology Team **Information Technology Team / Ontario Curriculum Team**	January 2000 – December 2002 January 2000 – December 2002 **January 2001 – December 2002**	☑ support is provided as requested and tracked ☐ technology resource packages are available and distributed to schools as requested ☐ **resources are posted on the HWDSB Information Place**	⇨ *in-school support provided as requested* ⇨ *in-school support related to computers and mathematics to be tracked beginning in Jan 2001* ⇨ *2 Claris Works in-services (30 teachers)* ⇨ *resource packages distributed to all schools*
Provide opportunities for teachers and administrators to monitor their implementation of a balanced mathematics program. (new)	☐ **provide a checklist for teachers and administrators to use to monitor the implementation of balanced mathematics programs (this could be used each term for planning, for reflection, etc.)**	**Ontario Curriculum Team / Teachers / Administrators**	**in conjunction with the system survey**	☐ **checklist is developed and forwarded for use in schools / classrooms**	
Increase awareness of the mathematics curriculum & assessment issues facing students as they make the transition from elementary to secondary (e.g., reporting, EQAO). (new)	☐ **co-ordinate opportunities for discussion between elementary and secondary teachers about instruction & assessment issues and the transition between elementary and secondary mathematics (contingent on funding for release time)**	**Ontario Curriculum Team / Secondary Reform Team**	**September 2001 – June 2002**	☐ **meetings will occur providing opportunities for dialogue between elementary and secondary teachers**	

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Area of Focus: Reading

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD ACTION PLAN FOR IMPROVEMENT IN THE PRIMARY, JUNIOR AND INTERMEDIATE DIVISIONS BASED ON GRADE 3 AND 6 EQAO RESULTS

EQAO

Improvement Outcome: to be reviewed in December 2000, 2001, 2002

Action Plan Committee: Ken Sanford (Consultant), Wayne Joudrie (Superintendent), Carol MacKenzie (Consultant), Joan Kott (Consultant), Gail Belisario (ESL Consultant), Cheryl Poot (Special Education Consultant), Laura Subonovich (Special Assignment Teacher), Adele Rayment (Principal), Richelle Bratuz (Teacher), Jean Lewis-Knight (Home and School Representative)

TASK *What needs to be done and why?*	ACTIONS *How will we do it?*	ROLE *Who will do it?*	TIMELINES *When will we do it?*	INDICATORS *How will we know if we are getting there?*	REVIEW *How did we do?*
↦ Increase the number of students performing at Levels 3 and 4 in overall achievement in reading by a minimum of 3 percentage points. (new)	☐ **allocate funds to support system-wide reading improvement initiatives for students in grades 1 - 8**	**Board of Trustees / Senior Administration**	**June 2001**	☐ **additional funding is targeted for reading improvement initiatives**	
	☐ **provide in-service directed toward improving student skills in reading**	**Instructional Services Support Staff**	**January 2001 - May 2002**	☐ **in-services provided and tracked**	
	☐ **feature reading at the HWDSB 2002 Summer Institute**	**Summer Institute Planning Committee**	**Summer 2002**	☐ **reading is featured at the HWDSB 2002 Summer Institute**	
	☐ **provide financial incentives for teaching staff to pursue professional development in the area of reading as funding allows (e.g., courses, conferences, workshops)**	**Senior Administration**	**January 2001 - May 2002**	☐ **financial support is provided for teachers pursuing professional development in the area of reading**	
	☐ **require that all schools have a process in place for at-risk readers with the intention of affecting reading improvement in future years (beyond 2002)**	**Superintendents of Education**	**September 2001**	☐ **all schools communicate their process for at-risk readers to their Superintendent of Education**	

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TASK *What needs to be done and why?*	ACTIONS *How will we do it?*	ROLE *Who will do it?*	TIMELINES *When will we do it?*	INDICATORS *How will we know if we are getting there?*	REVIEW *How did we do?*
🗝 Increase the variety of instructional and assessment strategies used by teachers for reading. ⇨ *(98-99) 13 of 20* ***instructional*** *strategies identified by EQAO were used by a minimum of 50% of grade 3 teachers a few times a week or more* ⇨ ***(99-00)*** *13 of 20* ***instructional*** *strategies identified by EQAO were used by a minimum of 50% of grade 3 teachers a few times a week or more* ⇨ *(98-99) 5 of 19* ***instructional*** *strategies identified by EQAO were used by a minimum of 50% of grade 6 teachers a few times a week or more* ⇨ ***(99-00)*** *6 of 15* ***instructional*** *strategies identified by EQAO were used by a minimum of 50% of grade 6 teachers a few times a week or more* ⇨ *(98-99) 4 of 18* ***assessment*** *strategies identified by EQAO were used by a minimum of 50% of grade 3 teachers a few times a week or more* ⇨ ***(99-00)*** *3 of 18* ***assessment*** *strategies identified by EQAO were used by a minimum of 50% of grade 3 teachers a few times a week or more* ⇨ *(98-99) none of 18* ***assessment*** *strategies identified by EQAO were used by a minimum of 50% of grade 6 teachers a few times a week or more* ⇨ ***(99-00)*** *none of 18* ***assessment*** *strategies identified by EQAO were used by a minimum of 50% of grade 6 teachers a few times a week or more*	☑ provide information about a variety of teaching and assessment strategies appropriate for reading **(continuing in new action below)** ☑ provide teachers and administrators with information about the reading process **(continuing in new action below)** ☑ provide teachers and administrators with descriptions of effective reading practice, **(continuing in new action below)** ☐ **provide teachers and administrators with descriptions of effective reading practice, the reading process and appropriate teaching and assessment strategies** ☑ support schools and clusters of schools in their planning to improve reading instruction and assessment **(continuing)**	Ontario Curriculum Team Ontario Curriculum Team Ontario Curriculum Team **Ontario Curriculum Team** Ontario Curriculum Team	April 2000 – December 2000 September 2000 – June 2001 April 2000 – December 2000 **January 2001 to December 2002** January 2000 – December 2002 **January 2001 – December 2002**	☑ incorporated as a component of in-services (e.g., Reading Exemplars, Curriculum Unit Planner) ☑ increased use reported in EQAO Teacher Questionnaires (December 2002) ☑ provided as a component of the Early Literacy Guidelines ☑ incorporated into Reading Exemplars in-services and as a component of the Early Literacy Guidelines ☐ **incorporated into the "Preparing for EQAO" in-services that are provided for teachers and administrators** ☐ **incorporated into Reading Exemplars in-services** ☐ **provided as a component of The Literacy Guidelines** ☑ support is provided as requested and tracked ☐ **deliver a minimum of one *First Steps* reading pilot in each cluster of schools** ☐ **deliver a minimum of one *(D.R.A.) Developmental Reading Assessment* pilot in each cluster of schools**	⇨ *included as a component in Reading Exemplar In-services for each cluster of schools* ⇨ *slight increase noted in the EQAO questionnaire completed by Grade Six teachers* ⇨ *Literacy Guidelines K-3, approved by Board June 2000, and awareness in-services provided to each cluster in October 2000 – January 2001* ⇨ *effective reading practices are components of the Early Literacy Guidelines and Reading Exemplar In-services* ⇨ *included in a variety of in-services: 68 administrators, 501 teachers*

SR-01

TASK *What needs to be done and why?*	ACTIONS *How will we do it?*	ROLE *Who will do it?*	TIMELINES *When will we do it?*	INDICATORS *How will we know if we are getting there?*	REVIEW *How did we do?*
Increase overall achievement in reading. ⇨ *(98-99) 43% of HWDSB grade 3 students and 42% of HWDSB grade 6 students scored at Levels 3 and 4 in reading compared to 44% of grade 3 students and 48% of grade 6 students provincially* ⇨ ***(99-00)** 46% of HWDSB grade 3 students and 42% of HWDSB grade 6 students scored at Levels 3 and 4 in reading compared to 49% of grade 3 students and 51% of grade 6 students provincially*	☑ provide information, resources and in-service which focus on instruction, assessment and accommodation / modification of reading programs to meet the needs of all students (including ESL, Special Education and the significant number of students achieving at Level 2) **(continuing)**	Instructional Services Support Staff / Ontario Curriculum Team / Teachers	January 2000-December 2002	☑ included as a component of reading in-services	⇨ *included as component in the following in-services. Literacy Guidelines, All Star Reading, Reading Exemplars, Reading Assessment*
	☑ support schools/clusters of schools with strategies to develop students' learning skills in order to improve reading performance at all grade levels **(continuing)**	**I.S. Support Staff/** Ontario Curriculum Team	January 2000 – December 2002	☑ support is provided as requested and tracked	⇨ *variety of support offered to administrators (71), and teachers (568)*
	☑ develop and distribute Literacy Guidelines to assist teachers and administrators in selecting, designing and assessing reading programs **(completed)**	Literacy Guidelines Committee / Ontario Curriculum Team	May 2000 - March 2001	☑ Early Literacy Guidelines developed ☑ Early Literacy Guidelines are distributed and in-serviced	⇨ *Early Literacy Guidelines received board approval June 2000* ⇨ *Awareness level in-services provided in each cluster October 2000 to January 2001for Early Literacy Guidelines*
	☐ **develop and distribute Junior Literacy Guidelines to assist teachers and administrators in selecting, designing and assessing reading programs**	**Junior Literacy Guidelines Committee / Ontario Curriculum Team**	**January 2001 – December 2001**	☐ **Junior Guidelines developed** ☐ **Junior Guidelines are distributed and in-serviced**	
	☑ provide information to administrators to highlight the importance of school libraries and library resources and materials in the acquisition of literacy skills **(continuing)**	Information Technology Team / Ontario Curriculum Team	January 2000 – December 2002 **January 2001 - December 2002**	☑ additional copies of "Library Talk" are distributed to administrators (at cluster meetings) ☐ **additional copies of "Library Talk" are distributed to administrators through mailings that include all school libraries, and are also highlighted as part of the Ontario Curriculum cluster package**	⇨ *copies sent to administrators, superintendents and school libraries through mailings*
	☐ **develop an information sheet suggesting ways in which schools can run their libraries with a small staffing allocation**	**Information Technology Team**	**June 2001**	☐ **information sheet developed and distributed to administrators**	

98-01

achievement in reading (continued).	❒ **target Learning Opportunity Grant funds for Early Intervention Literacy Programs**	**Ontario Curriculum Team Superintendents**	**June 2001**	☐ **funds are allocated as indicated by specific criteria and need**	
TASK *What needs to be done and why?*	**ACTIONS** *How will we do it?*	**ROLE** *Who will do it?*	**TIMELINES** *When will we do it?*	**INDICATORS** *How will we know if we are getting there?*	**REVIEW** *How did we do?*
Increase student skills in all knowledge/skills categories of reading. ⇨ *(98-99) grade 3 scores in all categories of reading were consistent with the provincial results at Levels 3 and 4* ⇨ ***(99-00)** grade 3 scores in all categories of reading were consistent with the provincial results (1 to 2% below) at Levels 3 and 4* ⇨ *(98-99) grade 6 scores in all categories of reading were 7% to 10% below the provincial results at Levels 3 and 4* ⇨ ***(99-00)** grade 6 scores in all categories of reading were 2% to 7% below the provincial results at Levels 3 and 4*	☑ provide schools with criteria for categories for reading (i.e. Reasoning, Communication, Conventions, Organization of Ideas) **(completed)**	Ontario Curriculum Team	September 2000	☐ distributed (at cluster meetings) for administrators to share with teachers	⇨ *provided as part of the Reading Exemplars in-services which was provided to all schools* *43 administrators* *178 teachers*
	☑ provide schools with strategies to instruct and assess the categories of reading **(continuing)**	Ontario Curriculum Team	May 2000 – December 2000 **January 2001 - December 2002**	☑ strategies provided through Reading Exemplars system in-services ☐ **included as part of "Supports for Higher Learning" in-services (February 2001)** ☐ **strategies provided through on-going Reading Exemplars In-services offered**	⇨ *provided as part of the Reading Exemplars in-services (2 teachers per school) which was provided to all schools* *43 administrators* *178 teachers* ⇨ *identified in Literacy Guidelines K-3*
	☑ develop guidelines to provide criteria for teachers to assess programs reflecting all knowledge/skills categories of reading **(completed)**	Literacy Guidelines Committee / Ontario Curriculum Team	May 2000 - March 2001	☑ Early Literacy Guidelines developed ☑ Early Literacy Guidelines are distributed and in-serviced	⇨ *Literacy Guidelines K-3, approved by Board June 2000, and awareness in-services provided to each cluster in October 2000 – January 2001*
	☐ **develop guidelines to provide criteria for junior teachers to assess programs reflecting all knowledge/skills categories of reading**	**Junior Literacy Guidelines Committee/ Ontario Curriculum Team**	**January 2001 - January 2002**	☐ **Junior Literacy Guidelines developed** ☐ **Junior Literacy Guidelines are distributed and in-serviced**	

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TASK *What needs to be done and why?*	ACTIONS *How will we do it?*	ROLE *Who will do it?*	TIMELINES *When will we do it?*	INDICATORS *How will we know if we are getting there?*	REVIEW *How did we do?*
Increase Special Education student skills and performance in reading. ⇨ *(98-99) 12% of HWDSB grade 3 students receiving special education support scored at Levels 3 and 4 in reading compared to 9% of grade 3 students provincially* ⇨ ***(99-00)** 13% of HWDSB grade 3 students receiving special education support scored at Levels 3 and 4 in reading compared to 11% of grade 3 students provincially* ⇨ *(98-99) 7% of HWDSB grade 6 students receiving special education support scored at Levels 3 and 4 in reading compared to11% of grade 6 students provincially* ⇨ ***(99-00)** 9% of HWDSB grade 6 students receiving special education support scored at Levels 3 and 4 in reading compared to12% of grade 6 students provincially*	☑ provide information focussing on the instruction, assessment and accommodation / modification of reading instruction **(continuing)**	Instructional Services Support Staff	January 2000 – December 2002	☑ included as a component of reading in-services for regular and special education teachers	⇨ *included in a variety of in-services: 68 administrators, 501 teachers* ⇨ *included as a component in 3 of 6 LRT meetings (80 LRTs)*
	☑ provide in-service for special class teachers on accommodating / modifying reading instruction and assessment **(continuing in action below)**	Special Education Team	October 2000 - January 2001	☐ in-service(s) provided and tracked	⇨ *included as a component in 3 of 6 LRT meetings (80 LRTs)*
	☐ **recommend that accommodating / modifying reading instruction and assessment continue to be an agenda item on one or more of the monthly LRT and special class teacher meetings**	Special Education Team / LRT Steering Committee	September 2000 - June 2001	☑ recommendation is made ☑ one or more of the monthly LRT meeting deals with accommodating / modifying reading instruction and assessment	⇨ *recommendation was made* ⇨ *3 meetings addressed reading instruction*
	☑ provide teachers with a variety of instructional and assessment strategies appropriate for Special Education students **(continuing in action below)**	Instructional Services Support Staff	April 2000 - December 2000	☑ provided through Reading Exemplars and Curriculum Unit Planner system in-services ☐ support is provided as requested and tracked	⇨ *component of Reading Exemplars in-service:* *43 administrators* *178 teachers* ⇨ *approximately 5 system resource meetings per school with approximately 5 students discussed per meeting*
	☐ **provide teachers with a variety of instructional and assessment strategies as well as information about reading materials, that are appropriate for students receiving special education support, through co-operatively planned in-services by Instructional Services departments**	**Special Education, Ontario Curriculum, Communication Department, Psych. Services**	**January 2001 - December 2002**	☐ **track number of in-services that have been co-operatively planned and delivered**	
	☑ provide support for schools requesting assistance when choosing appropriate reading materials **(continuing)**	Instructional Services Support Staff	January 2000 - December 2002	☑ support is provided as requested and tracked	⇨ *assistance provided for schools upon request* ⇨ *criteria for selecting reading programs included in Literacy Guidelines*

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Area of Focus: Writing

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD ACTION PLAN FOR IMPROVEMENT IN THE PRIMARY, JUNIOR AND INTERMEDIATE DIVISIONS BASED ON GRADE 3 AND 6 EQAO RESULTS

EQAO

Improvement Outcome: to be reviewed in December 2000, 2001, 2002

Action Plan Committee: Jennifer George (Consultant), Chuck Reid (Superintendent), Janet VanDuzen (Consultant), Mary Jean Tyczynski (Consultant), Sue MacDonald (Special Education Consultant), Jeremy Abrahams (Special Education Consultant), Laura Romano (Vice-Principal), Linda Astle (Teacher)

TASK *What needs to be done and why?*	ACTIONS *How will we do it?*	ROLE *Who will do it?*	TIMELINES *When will we do it?*	INDICATORS *How will we know if we are getting there?*	REVIEW *How did we do?*
Increase teacher and administrator understanding of direct instruction in all knowledge/skill categories as it relates to the writing process. (new) *(99-00) Overall Level of Achievement in Writing* *gr. 3 51% writing at Levels 3,4* *gr. 6 48% writing at Levels 3,4* *(99-00)* *Grade 3: at Levels 3,4* *Reasoning 28%* *Communication 37%* *Organization of Ideas 29%* *Application of Language Conventions 40%* *Grade 6: at Levels 3,4* *Reasoning 40%* *Communication 42%* *Organization of Ideas 37%* *Application of Language Conventions 47%*	☐ **promote the use of appropriate quality resources through in-services to assist teachers** ☐ **support teachers in explicitly teaching students (the writing process, forms and purposes, organization)** ☐ **develop a Junior section for the Literacy Guidelines which promote the use of a variety of purposes and audiences for student writing** ☐ **provide strategies for the use of technology in writing for a variety of purposes and a variety of audiences** ☐ **develop a Junior section for the Literacy Guidelines which promote the use of a variety of genres in student writing** ☐ **continue the implementation**	**Ontario Curriculum Team / Teachers** **Ontario Curriculum Team / Teachers** **Junior Literacy Guidelines Committee / Ontario Curriculum Team** **Information Technology Team** **Junior Literacy Guidelines Committee / Ontario Curriculum Team**	**January 2001 - December 2002** **January 2001 - December 2002** **May 2001– March 2002** **January 2001 – December 2002** **May 2001 - March 2002**	☐ **grade by grade recommended resource list updated annually** ☐ **writing in-services provided as requested and tracked at school, cluster and system levels** ☐ **increased variety of writing audiences and writing purposes as reported in EQAO Teacher Questionnaires (December 2001)** ☐ **Junior Literacy Guidelines developed** ☐ **Junior Literacy Guidelines distributed and in-serviced** ☐ **strategies shared with administrators and teachers** ☐ **Junior Literacy Guidelines developed** ☐ **Junior Literacy Guidelines distributed and in-serviced**	

92-01

	plan of the Early Literacy Guidelines	**Ontario Curriculum Team/ Administrators/ Teachers**	**January 2001 – March 2002**	☐ **offer cluster based in-services as requested**	
TASK *What needs to be done and why?*	**ACTIONS** *How will we do it?*	**ROLE** *Who will do it?*	**TIMELINES** *When will we do it?*	**INDICATORS** *How will we know if we are getting there?*	**REVIEW** *How did we do?*
🗝 Increase teacher and administrator understanding of assessment in all knowledge/skills categories of writing. ⇨ (98-99) *btw 63% and 80%* ⇨ **(99-00)** *between 61% and 76% of grade 3 teachers are very comfortable teaching the categories of writing* ⇨ (98-99) *btw 56% and 77%* ⇨ **(99-00)** *between 52% and 70% of grade 3 teachers are very comfortable assessing the categories of writing* ⇨ (98-99) *btw 70% and 80%* ⇨ **(99-00)** *between 63% and 75% of grade 6 teachers are very comfortable teaching the categories of writing* ⇨ (98-99) *btw 65% and 78%* **(99-00)** *between 56% and 74% of grade 6 teachers are very comfortable assessing the categories of writing*	☑ provide in-services for teachers / administrators that focus on understanding the instruction and assessment of writing categories **(continuing)** ☑ develop guidelines to assist teachers and administrators with effective practices for teaching and assessing student writing **(completed)** ☐ **develop a Junior section for the Literacy Guidelines to assist teachers and administrators with effective practices for teaching and assessing student writing** ☐ **begin development of an Intermediate section for the Literacy Guidelines**	Ontario Curriculum Team Literacy Guidelines Committee / Ontario Curriculum Team **Junior Literacy Guidelines Committee / Ontario Curriculum Team** **Intermediate Literacy Guidelines Committee / Ontario Curriculum Team**	January 2000 - December 2002 May 2000 - March 2001 **May 2001– March 2002** **March 2002**	☑ writing in-services provided as requested and tracked at school, cluster and system levels ☑ Early Literacy Guidelines developed ☑ Early Literacy Guidelines are distributed at optional in-services ☑ Each school received 1 master copy of the Early Literacy Guidelines ☐ **Junior Literacy Guidelines developed** ☐ **Junior Literacy Guidelines distributed and in-serviced** ☐ **timeline for Intermediate section developed**	⇨ *approximately 65 teachers & administrators attended a school, cluster or summer institute in-service on Writing Exemplars* ⇨ *Early Literacy Guidelines published September 2000.* ⇨ *Early Literacy Guidelines awareness optional in-services for all clusters will be completed by January 31, 2001* ⇨ *All schools received one master copy (January 2001)*

TASK *What needs to be done and why?*	ACTIONS *How will we do it?*	ROLE *Who will do it?*	TIMELINES *When will we do it?*	INDICATORS *How will we know if we are getting there?*	REVIEW *How did we do?*
Develop teacher understanding of the achievement levels in writing. *(from the Ontario Curriculum 1-8 Language document, Provincial Writing Exemplars, Provincial Report Card, EQAO Assessment Scales)* ⇨ (98-99) *30% or more grade 3 teachers still report comfort levels below "very comfortable" when assessing written Reasoning, Communication and Organization of Ideas* ⇨ **(99-00)** *26% or more grade 3 teachers still report comfort levels below "very comfortable" when assessing written Reasoning, Communication and Organization of Ideas* ⇨ (98-99) *30% or more grade 6 teachers still report comfort levels below "very comfortable" when* ⇨ **(99-00)** *24% or more grade 6 teachers still report comfort levels below "very comfortable" when assessing written communication to a specific audience, with an appropriate voice and when assessing students' reasoning as they develop ideas and relate these ideas to the purpose of the task* ⇨ **(99-00)** *Teachers questionnaire results indicated that teachers are unsure of the difference between holistic and analytical assessment* *gr. 3 teachers* *a few time a year or less or don't know:* *Holistic scoring 58%* *Analytical scoring 60%* *gr. 6 teachers* *a few time a year or less or don't know:* *Holistic scoring 52%* *Analytical scoring 49%*	☑ provide opportunities for teachers and administrators to increase their understanding of achievement levels is embedded in school, cluster, and system writing in-services e.g.: **(continuing in actions below)** ⇨ identify activities that have an opportunity for a Level 4 performance and the appropriate assessment that would align with these activities **(focused in-service to be offered)** ⇨ provide in-service on the use of the Provincial Writing Exemplars to level samples of student work (including the use of the *teacher moderation process focussing on holistic and analytical scoring* to determine levels) **(focused in-service to be offered)** ⇨ share strategies for developing "next steps" for students' writing skills to encourage progress to a higher level **(focused in-service to be offered** ⇨ **identify activities that recognize the cross-curricular nature of the writing program and embed writing and writing process skills in writing activities in all subject areas** ☑ develop guidelines to assist primary teachers and administrators with the understanding of achievement levels in writing to improve student learning **(completed)** ☐ **develop a Junior section for the Literacy Guidelines** ☐ **promote the understanding of the cross-curricular nature of writing assessment**	Ontario Curriculum Team Literacy Guidelines Committee / Ontario Curriculum Team **Junior Literacy Guidelines Committee / Ontario Curriculum Team** **Ontario Curriculum Team**	January 2000 - December 2002 **April 2002** **April 2002** **April 2002** May 2000 - March 2001 **May 2001 - March 2002** **May 2001 - March 2002**	☑ writing in-services at school, cluster and system levels that address Ontario Curriculum levels of achievement are provided as requested and tracked ☐ **in-services that address the Levels of Achievement are offered and shared at a cluster meeting** ☐ **in-services that address the leveling of student work through the Teacher Moderation process and holistic and analytical assessment methods are offered and shared at a cluster meeting** ☑ Early Literacy Guidelines developed ☑ Early Literacy Guidelines are distributed at optional in-services ☑ Each school received 1 master copy of the Early Literacy Guidelines ☐ **Junior Literacy Guidelines developed** ☐ **Junior Literacy Guidelines distributed and in-serviced** ☐ **provided as a component of subject-specific in-service and tracked** ☐ **incorporated as a component of the Literacy Guidelines**	⇨ *all writing in-services address the concept of Level 4 opportunities /performance where applicable* ⇨ *teacher moderation process included in all writing in-services where applicable* ⇨ *Early Literacy Guidelines developed* ⇨ *Early Literacy Guidelines are distributed at optional in-services* ⇨ *All schools received one master copy (January 2001)*

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	☐ **continue to develop Board implementation plan of the Early and Junior Literacy Guidelines** ☐ **encourage the use of the Early Literacy Guidelines in making school purchases of Literacy Resources**	**Ontario Curriculum Team/ Teachers/ Administrators** **Ontario Curriculum Team/ Administrators**	**January 2001 – June 2002** **January 2001 – March 2002**	☐ **offer school/cluster in-service as requested** ☐ **offer to all primary teachers the opportunity to be in-serviced on the Early Literacy Guidelines either at the cluster level or by teachers/administrators at the school level** ☐ **mention in cluster packages when appropriate** ☐ **incorporate in cluster and system based in-services**	
TASK *What needs to be done and why?*	**ACTIONS** *How will we do it?*	**ROLE** *Who will do it?*	**TIMELINES** *When will we do it?*	**INDICATORS** *How will we know if we are getting there?*	**REVIEW** *How did we do?*
Continue to increase teacher and administrator understanding and use of a range of strategies to assess student writing. ⇨ *teachers use some assessment strategies in writing only a few times a year or less:* (98-99) *grade 3* *- holistic scoring scales (59%)* *- analytical scoring scales (56%)* *grade 6* *- holistic scoring scales (62%)* *- analytical scoring scales (55%)* **(99-00)** *grade 3* *- holistic scoring scales 54%* *- analytical scoring scales 55%* *grade 6* *- holistic scoring scales 50%* *- analytical scoring scales 47%* ***Focus will be more on the difference between analytical and holistic assessment as teacher scores indicate that they are unsure of the difference, although they are comfortable instructing and assessing the knowledge/skills categories.***	☑ provide teacher/administrator in-services that focus on the understanding and use of holistic and analytical scoring scales **(continuing and incorporated as part of previous Task: *develop teacher understanding of the achievement levels in writing*)** ☑ develop guidelines which promote the understanding of a wide range of strategies to assess student writing **(continuing and incorporated as part of previous Task: *develop teacher understanding of the achievement levels in writing*)**	Ontario Curriculum Team/ Teachers/ Administrators Literacy Guidelines Committee / Ontario Curriculum Team	January 2000 - December 2000 May 2000 - March 2001	☑ writing in-services provided as requested and tracked at school, cluster and system levels ☑ Early Literacy Guidelines developed ☑ Early Literacy Guidelines are distributed at optional in-services ☑ Each school received 1 master copy of the Early Literacy Guidelines	⇨ *approximately 65 teachers & administrators attended a school, cluster or summer institute in-service on Writing Exemplars* ⇨ *Early Literacy Guidelines published September 2000* ⇨ *Early Literacy Guidelines awareness optional in-services for all clusters will be completed by January 31, 2001* ⇨ *All schools received one master copy (January 2001)* ***Teacher and administrator questionnaires indicate that a wide variety of assessment strategies are being used and that teachers have a high comfort in assessing student work using the categories***

TASK *What needs to be done and why?*	ACTIONS *How will we do it?*	ROLE *Who will do it?*	TIMELINES *When will we do it?*	INDICATORS *How will we know if we are getting there?*	REVIEW *How did we do?*
Increase direct instruction to students on the use of a variety of genres in their writing. ⇨ *grade 3 teachers have their students engage in the following types of writing only a few times a year or less* (98-99) *- Story Writing (6%)* *- Writing to give Information (27%)* *- Poetry (60%)* *- Diary/Journal Writing (4%)* *- Letters (52%)* *- Instructions (43%)* *- Plays/drama (78%)* *(99-00)* *- Story Writing (6%)* *- Writing to give Information (32%)* *- Poetry (65%)* *- Diary/Journal Writing (8%)* *- Letters (55%)* *- Instructions (49%)* *- Plays/drama (78%)* ⇨ *grade 6 teachers have their students engage in the following types of writing only a few times a year or less:* (98-99) *- Story Writing (28%)* *- Writing to give Information (31%)* *- Poetry (78%)* *- Diary/Journal Writing (47%)* *- Letters (82%)* *- Plays/drama (85%)* *- Speeches (90%)* **(99-00)** *- Story Writing (30%)* *- Writing to give Information (35%)* *- Poetry (75%)* *- Diary/Journal Writing (36%)* *- Letters (78%)* *- Plays/drama (69%)* *- Speeches (86%)*	☑ provide in-services to assist and support teachers with writing instruction and assessment in a variety of genres and across a variety of subjects (e.g., Writing Exemplar Project, report writing in Science) **(continuing and incorporated as part of new Task: *increase teacher understanding of direct instruction in all knowledge/skill categories as it relates to the writing process*)** ☑ develop guidelines which promote the use of a variety of genres in student writing **(continuing and incorporated as part of new Task: *increase teacher understanding of direct instruction in all knowledge/skill categories as it relates to the writing process*)**	Ontario Curriculum Team / Teachers Literacy Guidelines Committee / Ontario Curriculum Team	January 2000 - December 2000 May 2000 - March 2001	☑ writing in-services provided as requested and tracked at school, cluster and system levels ☑ increased variety of writing genres taught in classrooms reported in EQAO Teacher Questionnaires (December 2001) ☑ Early Literacy Guidelines developed ☑ Early Literacy Guidelines are distributed at optional in-services ☑ Each school received 1 master copy of the Early Literacy Guidelines	⇨ *1 request for in-service specific to Literacy Resources* ⇨ *1 request for in-service specific to forms and genres* ⇨ *approximately 65 teachers & administrators attended a school, cluster or summer institute in-service on forms and genres* ⇨ *approximately, 137 teachers and administrators from 6 schools participated in the First Steps writing strand pilot* ⇨ *Early Literacy Guidelines published September 2000.* ⇨ *Early Literacy Guidelines awareness optional in-services for all clusters will be completed by January 31, 2001.* ⇨ *All schools received one master copy (January 2001)*

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TASK *What needs to be done and why?*	**ACTIONS** *How will we do it?*	**ROLE** *Who will do it?*	**TIMELINES** *When will we do it?*	**INDICATORS** *How will we know if we are getting there?*	**REVIEW** *How did we do?*
Increase direct instruction to students on writing for a variety of purposes and a variety of audiences. ⇨ (98-99) *27% of grade 3* ⇨ **(99-00)** *29% of grade 3 teachers have their students engage in writing for different purposes at least few times a week* ⇨ (98-99) *19% of grade 3* ⇨ **(99-00)** *21% of grade 3 teachers have their students engage in writing for different audiences at least few times a week* ⇨ (98-99) *18% of grade 6* ⇨ **(99-00)** *33% of grade 6 teachers have their students engage in writing for different purposes at least few times a week* ⇨ (98-99) *13% of grade 6* ⇨ **(99-00)** *23% of grade 6 teachers have their students engage in writing for different audiences at least few times a week*	☑ promote quality resources through in-services to assist and support teachers with writing instruction for a variety of purposes and for a variety of audiences (e.g., Writing Exemplars **(continuing and incorporated as part of new Task: *increase teacher understanding of direct instruction in all knowledge/skill categories as it relates to the writing process*)** ☑ develop guidelines which promote the use of a variety of purposes and audiences for student writing **(continuing and incorporated as part of new Task: *increase teacher understanding of direct instruction in all knowledge/skill categories as it relates to the writing process*)** ☑ provide strategies for the use of technology in writing for a variety of purposes and a variety of audiences **(continuing and incorporated as part of new Task: *increase teacher understanding of direct instruction in all knowledge/skill categories as it relates to the writing process*)**	Ontario Curriculum Team / Teachers Literacy Guidelines Committee / Ontario Curriculum Team Information Technology Team	January 2000 - December 2001 May 2000 - March 2001 January 2000 – December 2002	☑ writing in-services provided as requested and tracked at school, cluster and system levels ☑ increased variety of writing audiences and writing purposes as reported in EQAO Teacher Questionnaires (December 2001) ☑ Early Literacy Guidelines developed ☑ Early Literacy Guidelines are distributed at optional in-services ☑ Each school received 1 master copy of the Early Literacy Guidelines ☑ strategies shared with administrators and teachers	⇨ *7 in-services provided on Writing Exemplars* ⇨ *approximately 129 teachers & administrators attended a school, cluster or summer institute in-service on Writing Exemplars* ⇨ *approximately 65 teachers & administrators attended a school, cluster or summer institute in-service on forms and genres* ⇨ *Early Literacy Guidelines published September 2000.* ⇨ *Early Literacy Guidelines awareness optional in-services for all clusters will be completed by January 31, 2001.* ⇨ *All schools received one master copy (January 2001)* ⇨ *3 schools participated in the FirstClass e-conferencing project.* ⇨ *FirstClass project expanded to more schools (in Spring 2001)* ⇨ *Grassroots project on-line resources created by students* ⇨ *approximately 38 teachers and administrators participated in 3 after school technology sessions on Literacy software programs*

#11

Approved for distribution by the Director.
Signature: M Matier
Date: Jan 26/01

MEMORANDUM

TO: Merv Matier, Director of Education
FROM: Krys Croxall, Superintendent of Education
DATE: January 25, 2001
RE: *Summary of Parent and Community Feedback on the Grade 5 to 8 Growth and Development Curriculum Support Packages*

Recommended Action

Moved by _____ that the report on the *Summary of Parent and Community Feedback on the Grade 5 to 8 Growth and Development Support Packages* be received for information.

Rationale

In the spring of 2000 a curriculum support package for *The Ontario Curriculum: Health and Physical Education, 1-8* was piloted in Grades 5 to 8. While the Grade 5 to 8 expectations in the Healthy Living strand of the *Ontario Curriculum* are mandatory, use of the curriculum support packages is optional. The packages were developed as a collaborative project between the Hamilton-Wentworth District School Board and the Social and Public Health Services Division, City of Hamilton/Region of Hamilton Wentworth in response to a number of requests from teachers for grade-appropriate resources to match the new curriculum (released 1998).

Part of the design of the pilot was the collection of feedback data from parents regarding the support packages. The information gained from parental feedback, as well as teacher comments and suggestions, was to be used to revise the packages for implementation in the 2000-2001 school year. During the summer of 2000 a team of teacher curriculum writers reviewed the packages from a teacher perspective. The analysis of the parent feedback was completed by the Community Support and Research Branch in the late fall and changes to reflect common parental viewpoints were incorporated into the packages following this. The revised packages will be ready for in-service and distribution in February 2001.

Although there was controversy last year with the initial pilot of these curriculum support packages, the Board did not direct that a report be provided on the results of the feedback process and the revisions to the support packages. However, understanding the sensitive nature of this area of the curriculum it was felt that trustees should be provided with the information in advance of the release of the revised packages.

Over 130 response forms from approximately 40 schools were analyzed for this report. Overall the packages were rated very favourably by parents, receiving scores ranging from a high of 2.81/3.0 at Grade 5 to a low of 2.7/3.0 at Grade 7. Very few parents with students in Grades 5 to 8 rated the package for their grade as " not at all appropriate" – Grade 5 - 3%, Grade 6 - 0%, Grade 7- 3% and Grade 8- 4%. The corresponding percentages for the category "appropriate for most students" were as follows: Grade 5 – 85%, Grade 6 – 78%, Grade 7 – 79% and Grade 8 – 81%. The complete report provides a sampling of parent comments at each grade level. Some comments were very critical citing the materials as too explicit or indicating that sexual education was the role of the family and church, not the school. Other comments related to questions regarding the accuracy of information or potential misunderstanding on the part of children. On the other hand some comments spoke to the need for more information about sex

education at an earlier age than the curriculum provides or wanted other areas (such as sexual assault) included.

Revisions to the curriculum support packages based on parental feedback focussed on the following:

- Increased emphasis on abstinence, with revision of the abstinence definition and replacement of the "4 Rights" statements
- Emphasis on messages that promote decision-making and skill development
- References to types of sexual activity restricted to the Grade 7 and 8 packages and only in the context of STD/HIV transmission and in the standardized answers to student questions
- Suggestions to teachers and principals regarding a variety of options for delivery of the curriculum (particularly the sections on anatomy/physiology and role-plays)
- Careful consideration, revision and/or exclusion of learning activities which received a number of negative comments or mixed feedback.

In addition, in order to respond to parent desires for more information about the curriculum in advance of classroom delivery, two steps have been taken:

- A revised Administrative Memorandum, which outlines clear expectations for schools in the delivery of the Growth and Development curriculum (such as the required letter, opportunity for parental review of curriculum materials, right of parents to withdraw a child from any section of the Growth and Development curriculum they feel is not appropriate for their child for reasons of maturity, religious beliefs and/or cultural values), was distributed and highlighted at cluster meetings;
- Ontario Curriculum staff will be collaborating with Public Health to develop a grade-by-grade parent guide to help parents address the topic of healthy sexuality and open lines of communication with their child in conjunction with classroom instruction.

From your February 1, 2001 Education Committee Agenda Package please bring:

Summary of Parent and Community Feedback on the Grade 5 to 8 Growth & Development Curriculum Packages (pages 6-2 – 6-35)

If you require another copy, please contact the Minute Room at ext. 2273 or 2274.

#12

The Hamilton-Wentworth District School Board

March 1, 2001

To: Merv Matier, Director of Education and Secretary

From: Jim Wibberley, Superintendent of Education

Re: Report on Alternative Education

Signature: mmatier

Date: Feb 23/2001

Recommended Action:

Moved by_____ that the Hamilton-Wentworth District School Board create a working group to develop a system model for the alternative delivery of program within the Board and with the following mandate:

1.1 The committee will assess student/system needs that are not met in a regular school setting. The model for the alternative delivery of program will address these needs in a financially responsible manner.

1.2 The model will present alternative programming pathways for students, stressing linkages between programs and an appropriate administrative structure.

1.3 The committee will be structured as follows:

- Secondary Administrators 2
- Elementary Administrators 2
- Alternative Program Teachers 4
- Special Education Department 2
- Superintendent of Education 1
- School Council Representatives 2
- Trustees 1 or 2
- Social Work Department 2

1.4 The committee will present its report at the January 2002 Education Committee. The report will address the following in the context of a model for alternative program delivery:

- Accommodation and Facilities
- Communication
- Effective Program
- Administration and Procedures
- Human Resources
- Relationships
- Resource Allocation

The Six Filters for Alignment will be employed.

1. Process	2. Structures
3. People	4. Information
5. Decisions	6. Rewards

1.0 Background

- In the November of 1999 a preliminary report on Alternative Education was submitted to the Board. The report included a summary or research regarding alternative education and an overview of existing programs. At the November 1999 Board meeting a committee was created to review alternative education programs and report to the Board in March 2000.

- The report was presented at the April 6, 2000 Education Committee. The report contained five recommendations as follows:

  1. That the Jackson High Alternative program continue in its present format.
  2. That effective September 2000 the Phoenix and Lawrence Alternative Education Programs be discontinued.
  3. That the 7.0 FTE staff in the Phoenix and Lawrence programs be re-deployed in the regular secondary schools to permit the creation of site based programs.
  4. That interim reports be made to the Education Committee on the community based programs, Jackson High and SALEP.
  5. That an Alternative Education Review Committee composed of a supervisory officer, the section 19 administrator, a Trustee, the supervisor of social work, the principal of Special Education and a secondary school principal be established to monitor the delivery of alternative education programs and prepare the interim report submission to the Education Committee.

- The Board passed none of the above noted recommendations. More information was requested around the impact of the recommendation to close the Phoenix and Lawrence programs

- At the April 6, 2000 Education Committee the following motion was passed:

  That the Alternative Education programs continue for the September 2000 and evaluations of these programs take place and that a report with clear and measurable outcomes and including parents' input be brought back to the Board in March 2001.

2.0 Other Information

- The Preliminary Report on Alternative Education (attached) included descriptions of all alternative programs including both elementary, secondary and SALEP . The final report of the committee contained recommendations with regard to secondary programs only with a focus on the Phoenix and Lawrence programs
- The "clear and measurable outcomes" mentioned in the Education Committee motion of April 6, 2000 were not defined.

3.0 The Issues and Challenges

- Clear and measurable outcomes in the context of alternative education are not easy to capture because of the unique nature of the programs. Individual goals are set for each student and these goals often do not fit the standard credit-granting model. In alternative education success is defined on a student-by-student basis and therefore statistical analysis does not always present a clear picture of the successes or failures of a program. The retention of students in an educational setting, when they might otherwise drop-out, is almost always the goal of alternative programs.
- Alternative education programs are often developed from the vision or passion of one or two people who create and sustain them. Our system has numerous alternative education programs at the elementary and secondary level (see appendix A) but no coordinated approach to the delivery of programs so that a full range of student needs can be met. Linkages between special education programs and section 19 programs have not been explored.
- The present programs serve a wide range of students (see Appendix A, B, C, D and E).
- The Phoenix and Lawrence programs serve a body of students who have not been successful in a regular school setting. These programs offer an educational and support program away from the regular school setting. They are in some cases a student's last hope before he/she leaves the system entirely. The parents of students in Phoenix and Lawrence support these programs as an important educational option for their children (see Appendix F).
- We do not have a clear picture of student needs that are not currently being met by our programs and how alternative programs might meet these needs.
- The goals of each program need to be clearly linked to a system vision for alternative education. At present no such comprehensive vision exists. The goals of individual programs are often unclear but with the best of intentions in terms of meeting student needs.
- Entry and admission criteria are site-based because of how the programs developed. They have never been invited to view themselves as part of a larger system of alternative programs.
- The programs have varying administrative structures and no consistent principal supervision from program to program. This lack of an appropriate administrative structure does not encourage a system view of the programs. In addition, it creates accountability problems.
- The staff of the secondary alternative programs faces a difficult challenge in that they must implement the new reformed secondary curriculum for multiple courses in a non-traditional delivery mode. This an almost impossible task when the staff operate in isolation.

- The relationship of the alternative programs to regular schools (and hosts schools) remains largely undefined.
- The creation of new in-school alternative programs (see Appendix A) demonstrates the growing need for programming options within our system.
- The question of financial viability remains unanswered. Are the costs of these programs supported by their enrollment and how do we take into account the placement of these students as we staff our regular schools?

4.0 **Summary**

- The Hamilton-Wentworth District School Board offers a wide range of alternative programs at the present time. However, the programs are not administered in a coordinated fashion and clear alternative programming pathways for students have not been mapped. A full examination of our needs and programs would permit the development of a system model for alternative programming
- The elimination of any alternative program without an appropriate educational option for the students served by the program is not supportable. The reorganization or elimination of a program makes the most sense in the context of a system vision and model for alternative programming.

Appendix A

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

ALTERNATIVE EDUCATION PROGRAMS

SYSTEM PROGRAMS

PROGRAM	LOCATION	STAFF	# STUDENTS	COMMENTS
Phoenix	Crestwood	3 FTE	42	
Lawrence	Macdonald	3.5 FTE	81	
Jackson High	Jackson Square	2 FTE	40	
SALEP	Crestwood	2 FTE 1 Social Worker	122	
CHAMPS	Canterbury Hills (Queen's Rangers)	1 FTE	10	
ACES	Stinson Street School	3.5 FTE	37	
APOLLO	Tweedsmuir School	1 FTE	15	

SCHOOL BASED PROGRAMS

PROGRAM	LOCATION	STAFF	# STUDENTS	COMMENTS
SUPER	Orchard Park off site	1 FTE 1 Social Worker	18	18 different students but actually served 25
TRY	Waterdown High	4/6.5 FTE 1 E.A.	26	2 periods per day 17 period 1, 26 period 2 + 4 extra home study
STAR 1	Glendale on site	1 FTE	38	11 credits earned
STAR 2	Glendale off site	1FTE	15	15 credits earned
GET	Ancaster High	8 lines from regular staff 1 E.A.	136	
PRIDE	MacNab on site	8 lines from regular staff	52	21 so far Semester 2
Hill Park	On site	1 line per semester regular staff	12	
STAR	Sherwood on site	8 lines from regular staff	14	
Westdale	On site	8 lines from regular staff	20	
Satlfleet	On site	6.5 lines from regular staff	40	

Appendix B

Pheonix and Lawrence Programs

Phoenix Enrolment Information (Semester One 2000/2001 School Year)

Phoenix Program

Month End Figures	Sept.	Oct.	Nov.	Dec.	Jan.	Total
Admits						
Returning to Pheonix	22					22
Secondary Schools	2	11	2			15
SALEP						
Other Alt. Ed	2					2
Outside of System		3				3
Corrections						
Total Enrolment	26	40	41	40	22	42 **
Demits						
Other Alt. Ed.					3	3
Employment						
Corrections						
Secondary Schools					12	12
Out of system			1	1	3	5

** students served over the semester

Lawrence Program

Month End Figures	Sept.	Oct.	Nov.	Dec.	Jan.	Total
Admits						
Returning to Lawrence	22	2				24
Secondary Schools	25	10	8	1	1	45
SALEP	1	1				2
Other Alt. Ed	3					3
Outside of System	2			1		2
Corrections	1	1	1			3
Total Enrolment	55	64	72	73	64	81 **
Demits						
Other Alt. Ed.	2	1				3
Employment	1	1	1	1		4
Corrections	2	1				3
Secondary Schools					6	6
Out of system		2			4	6

Appendix C

Student Profiles - Ages and Credit Counts

Phoenix Program

Student	Age	Grade	Credits at Admission
male	14	9	0
male	15	9	3
female	14	9	2
female	15	9	3
male	15	10	7
male	16	9	1
female	15	9	0
male	16	9	3
female	15	9	3.5
male	15	9	0
female	15	10	8
female	15	9	0
male	16	9/10	6
male	16	9	5
female	15	10	9
female	15	9	1
female	16	9	3
female	10	10	8
male	16	10/11	11
male	16	9	3.5
female	16	9	3
female	16	10/11	10
female	16	11	16
female	16	9	3
female	16	10/11	10
male	16	9	2
male	18	12	21.5
female	16	11	17
female	16	10	3
Credits Earned Semester One 2000/2001			Credits carried over from Semester One 2000/2001
32 credits			68

Appendix D

Student Profiles - Ages and Credit Counts

Lawrence Program

Student	Age	Grade	Credits at Admission	Identified
Female	15	10	0	
Male	16	11	.5	X
Female	16	10	1	
Female	15	10	0	
Female	19	11	14	
Male	17	11	11	
Female	15	9	6	
Female	15	11	6	
Female	16	10	9.5	
Female	17	12	22	
Male	15	9	0	
Male	15	10	0	
Male	17	11	6.67	
Male	16	11	8	
Male	17	11	3	
Male	16	9	0	
Female	16	10	4	X
Male	17	11	10	X
Male	15	10	3	
Male	15	10	3	
Male	16	11	3.5	
Male	17	11	3	X
Female	16	10	3	
Female	14	9	0	
Male	17	11	4	
Female	16	11	2	
Female	16	10	0	
Female	17	11	7	X
Male	16	10	2	X
Female	17	11	8	
Male	14	9	0	
Female	14	9	0	
Female	17	11	15	
Female	15	9	9	
Male	16	10	4	
Female	15	9	0	
Female	15	10	7	
Female	17	11	16	
Female	17	11	10	
Male	16	10	3	
Female	15	9	0	
Male	16	10	6	
Male	15	9	0	
Male	15	10	3.5	

Credits earned semester one 2000/2001:

37 credits

Credits carried over from semester one:

68 credits

12-8

Appendix E

Student Profiles - Ages and Credit Counts

Jackson High

Student	Age	Credits at Admission	# Earned (Sept-Nov)
Female	18	8	0
Female	18	?	2
Female	19	0	2
Male	20	?	2
Male	19	14.5	0
Female	18	1	0
Female	19	?	0
Male	20	18	1
Female	19	4	0
Female	19	16.5	0
Female	20	0	0
Female	19	1	2
Female	19	2	1
Male	18	0	1
Male	18	6	0
Male	21	27	0
Male	19	0	2
Female	20	0	1
Female	19	7	0
Male	18	5.5	2
Female	20	18	0
Male	18	10	0
Male	18	1	1
Female	20	21	0
Female	19	?	0
Male	19	?	0
Female	19	10	1
Male	18	0	1
Male	20	3	0
Male	19	5	0
Male	18	?	2
Male	21	24	2
Female	20	21	2
Female	19	3	0
Female	19	?	2
Female	20	0	2
Male	18	?	0
Male	18	14.5	0
Female	20	?	2
Female	21	?	0

Appendix F

Parent Survey Phoenix and Lawrence
(Survey of thirty parents)

1. Level of satisfaction with Alternative Education program

Not at all satisfied	Somewhat satisfied	Reasonably satisfied	Very Satisfied
5%	5%	35%	55%

2. Likely destination of student without option of Alternative Education

Drop-out	Failure in Regular Secondary School	Stay in Regular Secondary School	Success in Secondary School
45%	45%	10%	0%

3. Chance of success in regular secondary at time of entry to Alternative Education

None	Little/Some	Reasonable/Fair	Good
80%	20%	0%	0%

4. Importance of having Alternative Education program separate from home secondary school

None	Little/Some	Fair/High	Don't Know
10%	20%	60%	10%

5. Student's chance of success in school after Alternative Education

None	Little/Some	Reasonable/Fair	High
15%	40%	40%	5%

12-10

Preliminary Report
On
Alternative Education
Fall 1999

Program Overviews

Who are the at risk students?

The label "at risk" has the potential to stigmatize students and inadvertently make some of their problems worse. The term also nourishes the perception of individual culpability and tends to isolate the problem with the students and their families.

Educational research indicates that a number of personal, social and academic factors place students at risk. However, at risk students do not necessarily conform to stereotypes. There are complex reasons for disengagement from schools. Although labels for student characteristics can be helpful to educators in deciding how best to serve the needs of students, they do not explain the nature of the interaction between at risk students and the school that plays a crucial role in an individual's decision to drop out.

The three general causes of dropping out of school cited by research are as follows:

a) includes social and background factors such as low socioeconomic status, single-parent home, low parental support, family crises, community stress/conflict, family mobility, minority race or ethnicity, and limited experience in the dominant culture

b) personal problems that are generally independent of social class and family background. Included in this list are mental and/or physical health problems, low aspirations and self-esteem, alienation, rejection of authority, substance abuse, legal problems, trauma from divorce or death in the family, sexual orientation, and pregnancy

c) school factors such as retention in grade, course failure, passivity and/or boredom, truancy, suspension, and other disciplinary problems

These three sets of factors are interrelated and interact in complex ways and they affect students differently. These various circumstances and conditions that place students at risk are far from accurate predictors of poor educational performance. All children from single parent households do not lag behind academically. Multiple lines of evidence show that at risk factors may produce no long lasting damage when alone, but may produce significant harm when combined (Schorr, 1989).

Although the above characteristics are less than perfect in predicting **individual** educational performance, they are consistently related to lower levels of **group** achievement and attainment.

Certainly, students who exhibit two or more characteristics have a greater likelihood of poor academic performance or withdrawal from school. At the same time, however, many students may experience or exhibit one or more of the characteristics without experiencing school failure. Some students, then, are vulnerable while others are more resilient to the circumstances and conditions that place them at risk.

Research clearly demonstrates that early school leavers have more trouble finding well-paid, life-long employment and a harder time obtaining further education and training. Early school leavers tend to have higher unemployment rates. Higher unemployment is associated with low self-esteem, higher mortality rates, higher number of suicides and increased numbers of admission to psychiatric facilities (Gage, 1990).

The economic cost of allowing 11,000 youth to leave school before graduating over the next 20 years could be $23 billion in lost income and productivity, $9;.9 billion in foregone tax revenues and $1.4 billion in additional unemployment and welfare payments (Canadian Council of Social Development, 1991)

Alternative Education Programming

Addressing the diverse needs of at risk students is complex. Simply transplanting successful educational models or strategies from other jurisdictions may not work. Meaningful insights and research results may be extrapolated from other sites. In the final analysis, however, strategies must be locally crafted in a manner that is compatible with the unique needs of the students and the community served by the schools.

Raywid (1995) developed a typology for alternative programs. They are as follows:

Type 1

These type of programs are the ideological progeny of the early 1960s programs that aimed at making school engaging, challenging and fulfilling for both students and teachers. Early Type 1 alternative programs have created a number of innovative programs and arrangements that are now viewed as improvement measures appropriate for all schools. Type 1 programs typically reflect organizational, administrative and programmatic departures from the traditional.

Type 2

Type 2 alternative programs are those to which students are often sent just prior to expulsion. They are assumed to be temporary measures for at risk students. Some type of behaviour modification is involved. There is generally no attempt made to modify curriculum or pedagogy. This type of a program may involve a basics-oriented curriculum that emphasizes factual knowledge and elementary skills.

Type 3

These programs are more positive and compassionate in orientation. They are designed for students who are presumed to need extra help, remediation or rehabilitation at an academic, social, or emotional level. The assumption is that, after sufficient treatment, successful students will be able to return to regular secondary institutions. The

focus is often on remedial work with high structure tasks while providing support for students to grow socially and emotionally.

An important difference among these three types of alternatives relates to the underlying assumption about what needs to be changed - the program or the student. Type 1 programs assume that by changing the school's program and environment one can change the behaviour, performance and achievement associated with it. Type 2 and 3 alternatives assume that some students are not successful because of emotional or intellectual problems.. These assumptions shape the programs.

The record of Type 2 programs suggests that they often serve no purpose other than ridding conventional classrooms of disruptive students. The record of type 3 programs is stronger. These alternatives are based on the assumption that students can be helped to succeed in conventional schools. The programs tend to stress personal-emotional development, re-education and academic remediation. The environments they provide are typically supportive, with positive student-adult relationships and considerable amounts of individual attention in small-scale settings (Raywid, 1995). Told and Mann (1984) report increased attendance and fewer disciplinary incidents, as well as academic gains in terms of credit accumulation and/or knowledge and skills acquired.

Research conducted by Wehlage et al (1989) determined that conventional schooling seems to be successful with many youth, but is problematic for students who are at risk. Most regular schools assume that all students can make sense of a complex and mainly fragmented range of academic courses and can make some kind of link between what happens in school and outside school. In some schools there is a tacit assumption that students can keep their academic performance separate from the pressures of outside influences or life circumstances.

The diversity that exists among at risk students demands a corresponding variety of intervention strategies. Schools need to ensure that they develop innovative ways to meet the needs of their students.

Two impediments to learning that exist for all students but that particularly affect at risk youth within the context of many high schools are:

- the perceived lack of relevance of school work that is not directly linked to valued goals in students' lives
- a dominant learning process that is often abstract, verbal, passive, competitive and controlled by others

Although attention to diversity is critical, it is important to recognize that all adolescents share common needs and goals that most schools traditionally have made efforts to address. These include the need to acquire a personal sense of confidence and success, to develop a sense of identity and social integration and to acquire the socially useful knowledge and skills that make an individual a good worker, parent and citizen.

Wehlage et al (1989) research lead them to conclude that in order to succeed with at risk students, alternative programs need to be communities of support. Such communities are those with which students want to be affiliated and where they are truly educationally engaged.

Research by Raywid (1982) determined that successful alternative programs identified the interpersonal relationships fostered by the program climate as their most distinctive characteristic. Programs regarded these relationships as more critical than instructional strategies. Successful alternative programs made great efforts to individualize and personalize classroom practices, including the pace at which students could work, the content of the curriculum and the assignments they were asked to complete.

In fact, effective alternative programs were characterized by a high level of instructional creativity, where the emphasis was placed on making the curriculum compelling and challenging, as well as responsive to the needs and interests of students. The curriculum in these successful programs often involved more experiential learning and field-based practica. The educational goals went beyond traditional academic goals to include the emotional and social development of the students.

Combined with their emphasis on emotional support, successful programs for at risk students attended to the more difficult task of helping students to take charge of their own learning and personal lives.

The privileged nature of the relationship between teachers and students was another critical component of a successful alternative program. Broader role definitions for teachers as advisors, friends, mentors and advocates were key to the success of alternative programs because these various roles enabled the teachers to interact with the students at multiple levels.

In order to reach these at risk students schools must make a major effort to "re-engage" those who have become alienated. Reversing alienation begins with the creation of a positive social bond between teachers and students and positive educational experiences.

Wehlage (1984) contended that the most significant issue facing educators was to develop a concept of programming that was attractive enough to captivate the at risk student but also was effective in nurturing their learning potential and development.

Traditional educational delivery systems are effective with the majority of students. However, students with learning styles antithetical to the traditional educational programs and teaching strategies are likely to experience lower achievement.

Viable educational alternatives are needed in those situations where traditional educational programs, teaching methods or instructional materials are ineffective with substantial numbers of students within a system.

CASE STUDIES

The following four case studies were developed to demonstrate the range of students presently involved in the alternative education programs within the Board. They represent no particular student but are intended to demonstrated the range, the complexity and the level of need of the students involved in the programs.

SEAN

Sean is a student of above average intelligence. He was very successful during the elementary years of his education. However, since entering secondary school, he has been experiencing difficulties both academically and socially. These problems are so severe that he is at risk of dropping out of school.

As a learner, Sean is a risk-taker, strongly right-brained and is most successful when learning emphasis is on tactile-kinesthetic experiences. He has difficulty meeting timelines and sitting still for any length of time. In addition, his relationships with his teachers are critical to his motivation to work.

Sean works diligently on what interests him but neglects that which doesn't. As a result, he frequently is sent tot he office because he is unprepared for class, not working or disrupting the learning of others. Classes where there is choice in the ways learning is demonstrated and where he is able to create his own structure work best for him.

Socially, Sean does not fit with the "norm". He is a loner with unique tastes in his dress. He likes being different but is unhappy when he is not accepted by his peers because of these differences.

KIM

Kim is a fifteen year old student with average ability. She graduated from grade eight with barely passing marks and an attendance record showing 45 days missed. Her family and personal history has been marked by trauma and dysfunction. Her mother is a single parent and her biological father left the family when she was four. She has one full brother who is thirteen (also experiencing problems in grade seven) and two half siblings aged three and six. Her mother is struggling financially to support the family on social assistance and is now attempting to complete her education through night school.

While in elementary school Kim's attendance was irregular due to poor health and staying at home to babysit or help mom with her younger siblings. When Kim was in grade eight her grandmother died of cancer. Kim and her family have has some involvement with CAS and other community helping agencies but the support has been inconsistent.

12-16

Kim is now entering her second semester in grade nine and was not successful in semester one. She has received some help through her guidance counsellor but poor attendance and frequent skipping have resulted in incomplete work, poor self-esteem and a negative attitude to school. When she is at school, Kim hangs out with a group of friends who are identified as "losers" by their classmates. Frequent skipping to "smoke up" and "party" are favourite pastimes. Although Kim is basically a passive personality, she has become involved in several fights at school because of her allegiance to her peer group.

WILLIAM

William is 17 years old, troubled, discouraged and ready to drop out of school. He has been or is involved in risky behaviour, ie drug abuse, violence with peers, parents and siblings, vandalism, bullying and running away from home.

For several years William has struggled with such problems as:

- chronic absenteeism
- chronic lateness
- skipping class
- negative attitude toward school
- low self-esteem, motivation and self-confidence
- negative peer pressure
- rejection of authority
- academic ability or potential not being realized
- negative experience within the normal school setting
- ineffective work habits
- lack of bonding or participation in school clubs
- being labeled as a "trouble-maker" or "lazy" or a "loser"

William presents in the following manner:

- academically overwhelmed and falling behind in class
- creative and average in intelligence
- lacking effective conflict resolution skills
- operates in a blame/denial/withdrawal or attack mode
- is failing two subjects
- unable to manage crises effectively
- lacks coping skills
- shows signs of depression, anger, frustration and exhaustion
- often sent to the office due to negative behaviour
- very focused and motivated in activities he enjoys i.e., music and computers

Two of the most important motivators for William are to be with his friends and to be in his neighbourhood school.

12-17

ANDREA

Andrea is a 16 year old student with a long history of emotional concerns who as been in treatment for the past two years. She has been diagnosed with clinical depression and has attempted suicide several times. She is overly sensitive, prone to anxiety and extremely self-conscious. This has resulted in eating disorders, poor sleeping patterns and school phobia.

During elementary school, Andrea has been a consistent high achiever. However, during her first year of secondary school Andrea stopped attending when the pressures of achieving and fitting in socially became too overwhelming. Her depression, eating disorders and anxiety resulted in her first attempt at suicide. Through her doctor she has been referred for treatment through Chedoke/McMaster's Child and Adolescent program. Her treatment took place at Cornerstone where she received individual and group therapy.

After nearly two years of treatment she felt she would be able to go back to school but only for a partial timetable in an alternative program that would allow her to continue at Cornerstone and provide the support she needed to regain her self-confidence and reintegrate socially with peers.

PRESENT ALTERNATIVE EDUCATION PROGRAMS IN HWDSB

LAWRENCE/PHOENIX ALTERNATIVE PROGRAMS

Both the Lawrence and Phoenix Alternative Programs are secondary school alternative programs serving students in the Hamilton-Wentworth District School Board. They target those adolescents whose past performance indicates that they can achieve academic success, but whose recent results are unsatisfactory. Reasons for the lack of success may be linked to various personal, family, health and social concerns, resulting in low self esteem and a negative attitude toward school and life in general.

Client Group:

- capable, often above average ability
- in crisis, physically, emotionally, spiritually
- often from a family in crisis
- unable to cope in large group situations
- difficulties with organizational/time management skills

The admission dates are scheduled four times in the school calendar year. These dates are forwarded to each secondary school principal and student services head at the beginning of September. Alternative school intake dates coincide with the system-wide mid-semester and semester-end calendar. This allows students who have been admitted an opportunity to experience success in an alternative setting with minimal disruption.

All students must be referred by a home school. Usually the referral comes from the Principal, Vice-Principal or Students Services. A referral application is filled out with the parent/guardian and student and then forwarded to the program leaders along with the student's OSR.

Once referrals have been received at either program, students and parent/guardians are invited to an information session. If, after this session, those involved decide it may be an appropriate placement, a formal interview is scheduled.

The formal interview allows both the staff and student peers to ask questions of the candidate which helps clarify what the student needs may be and whether or not the program can meet these needs.

In the admission process, the student and staff outline expectations including attendance, progress, communication and participation. This agreement is signed by the student, parent/guardian and a staff member.

Full-time attendance is required. However, there is some flexibility in timetabling for students with extenuating circumstances, i.e., part-time work, involvement with outside social agencies, medical treatment/conditions, etc.

Each student is enrolled in a minimum of three courses at a time (two academic credits and one personal life management credit). Students work one on one with teachers in a self-paced manner. With completion of a minimum of 7% in each course per week, eight credits can be earned in one school year. Students can also fast-track by earning more than eight credits in a year.

The usual length of stay for an alternative student is two semesters. However, shorter or longer time frames may be negotiated during progress summary reviews held throughout the year. Parents are invited to these reviews which are integral to planning for the individual student.

Demission may occur at any time throughout the school year and is determined by the following:

- progress documented through weekly goal setting and evaluation
- consultation with students and/or parents/guardians regarding factors interfering with progress

Weekly interviews occur for each student involving their teachers and an advisor. Progress, attendance and any factors influencing success may be discussed or reviewed during this consultative process. New goals (both academic and personal) are set for the upcoming week.

Each program is assigned a social worker who is available for consultation with students and/or parents/guardians. Home visits can be arranged.

There are three full time teachers and a program leader assigned to the Lawrence Program. This program has a student capacity of 60. There are 2 full time teachers and a program leader assigned to the Phoenix Program. This program has a student capacity of 40.

JACKSON HIGH

Jackson High is an alternative education facility which provides individuals with the opportunity to initiate, continue or complete their high school education.

It provides a venue for high school age students to complete junior credits that they have not been able to achieve in a regular school setting. It provides students who have been released from custody or from psychiatric facilities a transitional step to being accepted in a regular high school.

Jackson High is located in a downtown shopping mall in order to create a clear connection with the surrounding community. This has created a number of outreach and partnership opportunities, including local social service organizations, Employment Insurance recipients, local goodwill associations, Lloyd D. Jackson Mall, the Adult Basic Education Association and Briarwood Adult Education Centre.

The location of the program may be more important than its structure. The mall location provides a non-threatening environment where students can achieve their credits without the distractions of a regular high school environment. It does not have any of the high school "cues" that may have prevented success in the past because it is not a school setting.

Jackson High is currently in its fourth year of operation and has changed considerably from its original design in terms of structure, content and intake. The Program is comprised of four terms, two terms for each semester. During each of these terms, students take two courses and achieve one credit from each course. The program offers courses in mathematics, English, life skills, history, science and computers.

For a program of this nature, a rigid structure would not meet the needs of the students, many of whom left composite schools because they found them to be "too structured". However, the program has found a balance in its flexibility. While the time table of classes is set and rigid, the courses being taught in each classroom are more diverse.

There are clearly defined expectations and responsibilities for both students and teachers, regarding conduct, work ethic, freedoms, activities, attendance, interaction, appropriateness, etc. In addition to the expectations, there are also very clearly defined consequences that match the inappropriate actions.

Jackson High currently has five full time teachers.

TRY PROGRAM

The TRY (Take Responsibility for Yourself) program is located at Waterdown District High School. It was developed to meet the needs of students in grades 9-12 experiencing serious academic failure, exhibiting poor attendance and non-compliance with school behaviour policy. The TRY program offers students an opportunity to built self-esteem, connect with other students in a meaningful way, experience academic success and develop skills for coping in the mainstream school. The central aim is to develop the student's sense of self-responsibility.

All students in the program participate in a course which teaches interpersonal and relating skills such as respect, empathy, listening, win/win conflict resolution, self-discipline, expressing feelings and developing healthy self-esteem. These skills empower the student to find academic success in the mainstream.

Students gain entry into the program according to the following criteria:

- a history of academic failure - the student will have failed 3 or more courses in the previous semester of 5 or more in the previous year

and/or

- absence from school in excess of 15 days per semester

and/or

- frequent disciplinary contact with school officials

Students in the TRY program participate in alternative education in the morning and attend mainstream school classes in the afternoon.

All students take a credit course in Human Relations and Communication. The course is co-lead by the program teacher and the social worker. This course is the foundation on which student success and personal changes are built. The students also complete credits in which they achieved a mark of 40-49 in the previous semesters. Students complete new credits using Independent Learning Centre materials. The learning is self-paced and individual. While each student must complete a minimum of one lesson per week, many work ahead and complete three to four lessons per week. Students can earn more than one credit during this period.

The most common exit from this program is graduation. After two semesters in TRY a student will take 3 mainstream courses and one ILC course in TRY. By the fourth semester, a student is usually taking a full course load in the mainstream program.

Some students take TRY for three semesters in the morning and do co-op placements in the afternoon. These students often make a transition to the workplace.

This program is staffed with a 0.66 f.t.e. teacher and social work support. The student capacity for this program is 36 students.

SUPER

The SUPER (Students Uniquely Prepared by Experience and Responsibility) program is an off-campus secondary alternative education program serving students of Orchard Park Secondary School. Students, aged 14-18, have a history of failed credits and working below their academic potential, skipping or non-attendance, conflict with peers and teachers, and difficulty fitting into or adjusting to a large high school environment. Individually they maybe struggling with interpersonal and/or familial stressors.

SUPER students attend school Monday - Thursday from 9:00 a.m. to 2:30 p.m.. They work independently on Independent Learning Centre courses. Students also attend two group sessions per week for credit. Students can either attend the SUPER centre full-time or part-time between the centre and OPSS. A small number of students are on homestudy and come to the centre weekly to hand in their work.

Prospective students apply to enter the program. Following an intake meeting with the program teacher and social worker, their suitability is determined. The SUPER program makes use of goals and contracts to assist students in progressing. A student can choose to leave the program or they can be asked to leave if he/she would be better served elsewhere or if they are not using the program in a beneficial manner.

There is a full-time teacher and educational assistant assigned to the program. There is also a social worker for two half days per week. The student load for the program is 14 students in class and 10 on home study.

STAR PROGRAM

The STAR (Secondary Transition At Risk) program is offered at Glendale Secondary School.. The target group are students trying to re-enter mainstream education, older students with a low credit count, students with partially complete credits, students who have a late entry date that prevents regular programming and students who are on contract.

This program is not intended to meet the needs of students who have social or emotional problems, special needs students who require extensive support or students who cannot work independently.

The criteria for success is "Are they making progress on credits?". Staying in the program or moving to part or full-time regular programming is tied to productivity. The goal is to get students back on track.

Students can be enrolled in the Independent Learning Centre program half-days, full-days or part ILC/part regular day school. Some accommodation is made for students in special circumstances (flex hours, alternate days, drop off work, etc) Students can access the program through an interview with the school administration and the program leader.

The Glendale STAR program is a school-based program that is supported through the regular allocation of staff and resourc3es given to the school. The program is credit granting and carries its weight in terms of PTR. It has been a struggle to do this with no additional support i.e., EA assistance, supply money for learning guides, etc.

GET PROGRAM

The GET (Get Everything Together) program is offered at Ancaster High School. Its program goal is to assist at-risk students 14-18 years of age to become better educated

and socially responsible. It is the intention of this program to assist students to achieve in the following areas:

Personal

- build positive self-esteem
- handle personal crises
- develop skills in bonding to school, home and community
- develop accountability and responsibility to self and others
- develop short and long term goals
- promote feelings of personal success

School

- improve attendance
- improve work habits
- improve academic and/or prepare for gainful employment
- integrate fully into mainstream
- decrease disciplinary contact with office

Societal

- build social skills
- build citizenship skills
- develop employment skills

At-risk students are referred by a school staff committee i.e, Principal, Vice-principals, school social worker, school nurse, guidance and resource teachers, and program leader

Following are examples of some reasons that might be the basis for a referral:

- failing two or more courses
- poor attendance
- problems socially and academically
- evidence of low self-esteem
- inability to handle personal crises
- expressed desire to "drop out"
- frequent discipline problems

Once a student has been enrolled in the GET program the intervening strategies would include:

- assessment of needs
- interview with GET staff, parents/guardians and student
- implementation and delivery of selected programs
  a) minimum of 1 mainstream class

b) complete-a-credit (option)
c) compulsory daily 1st period life skills course

- regular parental contact and follow-up by program teacher and social worker

The staff in the GET program utilizes a wide variety of strategies in order to meet the identified needs of the students involved in the program. They include the following:

- early identification and intervention
- regular contact with parents, classroom teachers and guidance counselors
- flexible curriculum deliver and use of resources i.e. complete-a-credit and coo-op placement
- a positive and flexible environment
- small classes
- teaching to individual learning styles
- experiential learning'
- commitment of staff, students and parents/guardians
- crisis intervention
- peer tutoring
- peer counseling
- mentoring
- co-operative learning strategies
- job shadowing
- focus on bonding skills
- a team approach to learning and problem-solving based on choice/change and consequences

The desired outcomes of the GET program are as follows:

- social, personal and academic growth
- integration into mainstream
- acquisition of graduation diploma
- post secondary education/job placement

This program requires 5 teaching lines (0.83 f.t.e of a teacher) for each semester. There is also a full-time educational assistant attached to the program. In addition, there is a social worker attached to the program for the equivalent of two periods per week.

SALEP

SALEP (Supervised Alternative Learning for Excused Pupils) is an legislated program that allows 14 and 15-year-old students to be legally excused from school in order to

12-25

work. The Hamilton-Wentworth District School Board opened the SALE Centre at Crestwood in 1993.

With the help of the school Social Worker and support of the school, parents make a written application to the program and permission to participate is granted by the SALEP Committee. This Committee meets twice a month to consider new applications.

There are 1.5 f.t.e. teachers and a social worker in the program. They are assisted by two job coaches funded by HRDC. A Public Health nurse visits the Centre once every two weeks. Volunteers from community colleges, high schools and universities also help in the program as co-op placements.

The Students attend 4 half days per week.

The program for the students is individualized to include the following options:

- paid employment (full or part-time during school hours
- volunteer work (full or part-time during school hours
- co-operative education course
- job shadow or work experience programs
- Day In the Life Program (one day work experience with employer)
- Job readiness/Life Skills program
- Job search
- Attendance at regular school - part-time
- Continuing studies for credit

While at the Centre, students attend guest presentations, visit community programs and participate in formal/informal counseling with the social worker.

SALEP Centre students have the opportunity to return to school. For those who choose to remain out of school the Job Readiness and Work Experience programs provide assistance with the necessary skills for successful employment.

CHAMPS

CHAMPS Program (Canterbury Hills Alternative Model Program for Students) is an alternative intermediate school program. It serves students who have behavioural, emotional, and social issues that interfere with their learning in a regular classroom setting. It is located in a camp-like setting at Canterbury Hills Conference Centre in Ancaster. The program is affiliated with Queen's Rangers School and is supervised by its principal.

The program address the following areas: social and interpersonal skills, functional academics and remediation, self-management and employability skills.

The program attempts to heighten student self-concept by assisting students to demonstrate improvement in the following learning areas:

- peer-related skills - listening, making and keeping friends, conflict resolution, expressing anger, being left out, coping with aggression, etc.
- adult-related skills - following classroom rules, appropriately disagreeing with adults, getting adults' attention, etc.
- self-related skills - being organized, using self-control, coping with being upset or depressed, accepting the consequences of your choices, etc.
- academics that are relevant to the student who is soon to enter the community, eg. Basic reading, computation, and study skills, strategy training to enable students to know when to apply skills and meet the demands of academic, occupational and social environments, etc.
- independent living skills - hygiene, nutrition, sex education, money management, comparative shopping, knowledge of community resources, etc.
- employability skills - communicating with others, adapting to changes, accepting feedback, asking for help. Whenever possible students will be placed in job shadow placements, asking for help, etc.

To be considered for the program students must meet the following criteria:

- grade 7/8 age appropriate
- behaviour is impeding learning
- student is willing to change behaviour
- need for alternative setting
- documented evidence that the problem is long standing
- school has documented that all resources have been exhausted
- generally functioning at a grade 5 level or above
- compatibility with existing group

There is a student capacity of 10 students for this program. It is staffed with a teacher, a youth worker and an educational assistant. There is also social worker support.

ACES

ACES (Alternative Concepts for Elementary Students) is an alternative program for adolescent students 12-14 years old whose performance in the past indicates they are capable of academic success but whose recent results are unsatisfactory. Primary reasons for this lack of success are:

- chronic absenteeism
- poor organizational skills
- personal, family or social concerns
- low self-esteem, motivation and self-confidence
- negative attitude toward school
- inability to cope with rotary and large class sizes
- inability to concentrate on lessons

12-27

Upon entry into ACES, a pupil plan is developed by the teacher based on the information gained through the admission process. Student learning in relation to the individual plan is monitored and shared regularly by the staff with the students, parents/guardians and representatives from the home school. The student is identified for possible reintegration through discussion of the pupil's progress through the pupil plan where reintegration is seen as the next step in the plan by staff or parents/guardians for the following reasons:

a) pupil progress to the point where reintegration into the regular school stream seems appropriate, or
b) lack of progress to the point where another educational environment is deemed more appropriate. The student will return to the home school at this time.

In order to be considered for admission to this program the following criteria must be met:

a) home school had made adequate attempts to meet the needs of the student
b) student is "at risk" of successfully completing his/her education
    i) chronic absenteeism
    ii) repeated one or more years
    iii) social, emotional well-being of concern
    iv) low self-esteem
c) the alternative program is not intended to meet the needs of students who have been identified with learning exceptionalities, particularly those with severe behavioural problems
d) parents and student have attended an information session at ACES
e) during the interview the student exhibits a positive attitude towards the ACES program and the parent demonstrates a willingness to support the program expectations if the child is accepted
f) parent and child must sing "student contract"

There is a total of 4 full time teachers for this program. There is 0.3 f.t.e. social work support attached to the program.

#14

The Hamilton-Wentworth District School Board

M e m o

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources

Date: March 1, 2001

Re: **Staffing Report – Full-Time Equivalent Positions**

Recommended Action:

Moved by:_____

That the February, 2001 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of February, 2001.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

	2000 ACTUALS						2001 ACTUALS						2000/2001 Approved
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	F.T.E.
Teachers - Elementary	2,011.30	2,073.70	2,073.70	2,073.70	2,073.70	2,074.70							2,075.00
Teachers - Secondary	1,243.34	1,243.34	1,243.34	1,243.34	1,243.34	1,225.50							1,247.00
Teacher Assistants	392.00	420.00	420.00	420.00	420.00	420.00							421.50
Professionals & Paraprofessionals	116.80	116.80	117.30	117.30	117.30	117.30							117.30
School Administration	411.93	411.93	411.93	411.93	411.93	411.93							410.93
Consultants & Special Assign. Tchrs.	33.00	34.00	34.00	34.00	34.00	34.00							34.00
Board Administration & Governance	152.00	152.00	152.00	152.00	152.00	153.00							153.00
School Operations	481.75	481.75	481.75	481.75	481.75	481.75							480.88
Continuing Education	4.87	4.87	4.87	4.87	4.87	4.87							4.87
Transportation	1.25	1.25	2.25	2.25	2.25	2.25							2.25
Total Full Time Equiv. Positions	**4,848.24**	**4,939.64**	**4,941.14**	**4,941.14**	**4,941.14**	**4,925.30**							**4,946.73**
Staff on Loan (recoverable)	15.38	16.38	16.38	16.38	16.38	16.23							

Prepared by Human Resources - March 1, 2001

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MINUTES OF THE EDUCATION COMMITTEE
FEBRUARY 1, 2001

Those present: Eleanor Johnstone (Chair), Judith Bishop, Robert Barlow, Wayne Marston, Ian Thompson, Bruce Wallace, Reg Woodworth, Ray Mulholland and Aleksandra Nikolic (Student Trustee).

Regrets: W. Hicks, L. Orban and L. Peddle.

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services), K. Bain (Superintendent of Education – County West), E. Bond (Superintendent of Education – Secondary East), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

The Chair called the meeting to order at 7:00 p.m.

2. Approval of the Minutes of January 11, 2001

It was moved by W. Marston: That the minutes of January 11, 2001 be approved.
CARRIED.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

It was moved by B. Wallace: That the agenda be approved.

Added Items:

8. Request for a Verbal Report re the Progress of Grade 9 and 10 Students with the Secondary School Reform – Trustee L. Orban
9. Support for Earthquake Victims in India – Trustee J. Bishop

To the motion, as amended, **CARRIED**.

ACTION ITEMS:

5. Trustee Representation for Review of Developmental Delay Programs

In requesting trustee representation to this committee, M. Botting noted this review has been supported by the Special Education Advisory Committee. She advised further that the review process will be facilitated in partnership with community stakeholders with the committee's report forthcoming to the Board.

It was moved by J. Bishop: That the Chair of the Board appoint trustee representative(s) to the Committee for the Review of Developmental Delay Programs.

To the motion, **CARRIED**.

6. Growth and Development Support Package

K. Croxall presented the report.

It was moved by R. Woodworth: That the recommended action in the report on the Summary of Parent and Community Feedback on the Grade 5 to 8 Growth and Development Support Packages be referred to the March 2001 Education Committee meeting.

When R. Mulholland noted the recommendation was to receive the report for information, R. Woodworth stressed his preference to provide the new trustees an opportunity to review the complete document and then ask questions at the next meeting.

Trustees Barlow, Marston and Wallace voiced their support for the motion.

Hearing that staff has provided a binder of the complete report in the Trustees' Lounge, J. Bishop was not supportive of the motion, particularly the reproduction of the voluminous document.

E. Johnstone requested J. Bishop to assume the Chair so she could speak on the issue.

Emphasizing the trustees' role to review the curriculum and the significance of this item, E. Johnstone felt it would be fair to provide the new trustees with all the pertinent information, allow them the opportunity to be aware of the revisions done and ask questions for further clarification.

E. Johnstone resumed the Chair.

To the motion, **CARRIED, 5 IN FAVOUR, 1 OPPOSED. [Student Trustee A. Nikolic voted in favour.]**

I. Thompson suggested that it may be helpful to flag the revisions and areas of concerns for the new trustees.

7. (a) Policy for Location of Special Classes/Programs

M. Botting gave an overview, noting that SEAC has reviewed this policy and expressed support to have it in place and operational across the system.

Referring to page 7(a)-2, Section 3.3 (Accommodation), J. Bishop voiced her concerns with the removal of the section which refers to a brochure listing the current Pathways Schools. She believed this area will effectively support the Pathways concept and clearly outline the roles and responsibilities of the stakeholders.

M. Botting recalled that J. Bishop raised the same concerns at the Special Education Advisory Committee, assuring members that these have been addressed. While it was decided to remove the section regarding the brochure as this is operational and not policy, M. Botting advised that the Superintendent of Plant Services and school principals are aware and will communicate with the schools and communities about the Pathway school concept.

It was moved by J. Bishop: That the Policy for Special Class/Program Locations be approved.

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board that the special learning needs of all students, wherever possible, be addressed within the home school. When determining the locations for all elementary and secondary school special classes, a number of approved criteria must be analyzed and considered as part of the decision-making process.

CARRIED.

7. (b) Report of the Special Education Advisory Committee

It was moved by R. Barlow: That the following Report of the Special Education Advisory Committee be approved:

1. Draft Policy: Location of Special Classes/Programs

It was moved by B. Shields: That the draft policy for Location of Special Classes/Programs be approved by the Special Education Advisory Committee with the understanding that instructional procedures will be an extension of this document.
CARRIED.

8. Request for a Verbal Report re the Progress of Grade 9 and 10 Students with the Secondary School Reform – Trustees L. Orban

J. Bishop advised of L. Orban's request for a verbal update at the March meeting on how Grade 9 and 10 students are progressing with regard to the secondary school reform.

Noting this is a large issue, E. Bond agreed to provide preliminary information at the next meeting.

It was moved by J. Bishop: That a verbal report regarding the progress of Grade 9 and 10 students with the Secondary School Reform be provided at the March 2001 Education Committee meeting.

9. Support for Earthquake Victims in India – Trustee J. Bishop

Speaking briefly about the urgent need for support of the earthquake victims in India,

It was moved by J. Bishop: That The Hamilton-Wentworth District School Board invite all staff to contribute $2 each to UNICEF in support of the earthquake victims in India.

B. Wallace suggested the School Councils may wish to be involved with this undertaking.

It was clarified for I. Thompson that, as part of the public sector, it is not appropriate for the Board to extend its support as a corporate entity.

Responding to A. Nikolic's suggestion, the Director supported the schools extending their support for this cause.

To the motion, **CARRIED. [Student Trustee A. Nikolic voted in favour.]**

CORRESPONDENCE:
Nil.

DISTRIBUTION:
Nil.

Public Questions for Clarification

Grade 5 to 8 Growth and Development Support Packages

Responding to P. Lees' concerns regarding parent participation in the survey relative to the Grade 5 and 8 Growth and Development support packages, K. Croxall explained the process, noting that the 130 responses consisted of feedback from parents at information sessions, teachers and public health nurses. The survey results guided the revisions of these packages for 2000-2001 implementation. She emphasized the need to acknowledge that our Board represents many diverse groups across the system.

In reaction to questions from J. Enos, parent representative from the Hamilton Sexual Health Network, K. Croxall offered the following clarifications:

- Same gender classes may be offered, where feasible. This will depend on teacher staffing and school timetabling.
- It is expected that the Board will develop a policy relative to Health and Physical Education (Growth and Development, Ontario Curriculum).

A representative from Canadians for Positive Community Standards pointed out that the document references a contraceptive product that has been withdrawn from the drugstores and questioned whether this reference should be deleted. K. Croxall noted that the product removed was a specific brand and that alternate brands were still on the market.

Adjournment:

It was moved by R. Mulholland: That the meeting be adjourned, this being done at 7:55 p.m. CARRIED.

rt

MINUTES OF THE EDUCATION COMMITTEE
Thursday, March 1, 2001

Those present: Eleanor Johnstone (Chair), Judith Bishop, Robert Barlow, Wes Hicks, Wayne Marston, Lillian Orban, Laura Peddle [arrived 7:40 p.m.], Ian Thompson, Bruce Wallace and Ray Mulholland.

Regrets: Reg Woodworth.

In attendance: M. Matier (Director of Education and Secretary), K. Bain (Superintendent of Education – County West), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

1. Call to Order
E. Johnstone called the meeting to order at 7:00 p.m.

2. Approval of the minutes – February 1, 2001 minutes not available.

3. Business Arising from the Minutes
J. Bishop asked about the Outward Bound Program discussed at the last Education Committee meeting. J. Wibberley responded that E. Bond is looking into this; however, she is unavailable to answer questions this evening.

4. Approval of Agenda
It was moved by B. Wallace: That the agenda be approved as presented.
CARRIED.

DELEGATION:
5. Hamilton-Wentworth Family Action Council re Growing and Developing curriculum
J. Enos, Vice-President, Hamilton-Wentworth Family Action Council, outlined the document he submitted in the agenda package.

> **It was moved by R. Mulholland: That this item be dealt with tonight.**
> **CARRIED UNANIMOUSLY.**

R. Mulholland noted the hard work put into this document and the willingness of the curriculum department to look at the areas J. Enos had discussed.

L. Orban pointed out that J. Enos has a great passion for what he believes in and works hard at what he does.

> **It was moved by R. Mulholland: That the delegation information from The Hamilton Wentworth Family Action Council re Growing and Developing be referred to administration.**
> **CARRIED.**

E. Johnstone thanked Mr. Enos for his presentation.

ACTION ITEMS:

6. Annual Report of the Adult-Based Continuing Education and Training Corporation (ABC...)

M. Matier called upon Pieter Toth, Chief Program Coordinator for ABC, to present the report.

M. Matier noted that last June the audited financial statements were presented to the board and approved at that time. He added this is the balance of that report and there will be a year-end report for the year 2001 in April. He then referred members to page 6-2 that shows the mandate of ABC.

Pieter Toth outlined the following points:

- The drop in employment centre serves approximately 10,000 clients. This program is fully funded through the HRDC.
- With the exception of D. McIsaac and P. Toth, all other employees at ABC are on contract.
- The Board of Directors provide sponsorships to organizations that approach ABC. For example, the Industry Education Council and Junior Achievement.

J. Bishop asked if ABC offered principal/vice-principal training.

M. Matier clarified that this stage in development has not yet been reached. He added, however, that a group of individuals will be looking more closely at this in the near future.

B. Wallace asked if ABC had any plans of establishing sites past the confines of the former City of Hamilton, noting that urban areas do not have public transit for people to get to the program.

> **It was moved by W. Marston: That the Annual Report of ABC etc... be received for information.**
> **CARRIED.**

7. School Council Policy

C. Reid introduced Kathy McFarland and Kim Nagel, School Council representatives.

K. McFarland stated the goal of the committee was to reflect school council membership. She highlighted the following points:

- There were two facilitators.
- Practices and policies of other district school boards were reviewed.
- The idea of a board-wide policy of school councils was considered and the concept of an Assembly of School Councils resulted.

C. Reid noted that future directions include development of guidelines and in-service within a system. Once the policy has been approved by Board, the next step is to present to the Joint Advisory Committee.

B. Wallace asked how this would be funded as the government doesn't provide funding. D. Gr[illegible] responded that indeed there is no specific funding provided in the funding model for

school councils. He further explained that any cost incurred would be allocated to the school office support line.

It was moved by J. Bishop: That the proposed School Council Policy be received and forwarded to the Joint Advisory Committee.

R. Mulholland thanked presenters. He asked why the support seemed to be low for an Assembly of School Councils.

K. Nagel clarified that the low support was for an 8-member executive as school council members felt a larger number was needed in order to represent the large number of members. This led to the 16-member executive.

C. Reid clarified that once the Assembly is formed they would be bringing advice to the Board, adding that at no point are they to be considered a governance group.

To the motion, **CARRIED**.

8. Moratorium in Psychological Services

C. Gudas-Murphy, Supervisor of Psychological Services, reviewed the report.

C. Gudas-Murphy stated this moratorium was on new referrals not on the services of the Psychological Services Department. She stated this was meant to be a proactive measure adding that amalgamation has had an impact on the moratorium due to large wait list status.

C. Gudas-Murphy noted that at this point the department is down 23% in staff for various reasons although the department is actively trying to recruit qualified professionals.

L. Peddle felt it was clear that the demand of psychological services is outweighed by the ability to serve students. She asked if a plan was in place with options of how to meet these demands. If so, this plan should be brought before the Board by May 2001, before budget deliberations begin.

C. Gudas-Muphy responded that surveys have gone out to all relevant stakeholders as well as other school boards. She explained that all of this information will be merged into one system review with the potential for a model to be launched in the Fall 2001.

Pointing out that at the time of amalgamation, 47 schools were added to the psychological services department with only one additional consultant, J. Bishop asked if psychological services assessments are required for ISA claim submissions.

C. Gudas-Murphy responded that an updated psychological evaluation is a crucial aspect in order to receive ISA funding.

Responding to a query as to how many additional consultants are required in the psychological services department, C. Gudas-Murphy clarified that when looking at a ratio of 11-12 schools per consultant would mean approximately three additional consultants.

Emphasizing proactive measures, L. Orban asked whether the Board is still looking at referrals to outside agencies.

C. Gudas-Murphy responded that there are limited resources for outside organizations as well and they are becoming more discriminating as to the referrals they will handle.

L. Orban asked whether we accept psychological reports from other Boards. C. Gudas-Murphy responded that if the report is current, they do not redo the assessment.

> It was moved by B. Wallace: That the "Moratorium in Psychological Services Report" be received for information.
> LOST.

> It was moved by W. Marston: That the Board hire three additional psychological consultants.

Speaking to the motion, W. Marston felt that due to the limited resources of social services more families are being displaced. He felt the Board needs to deal with these issues themselves.

Also speaking to the motion, W. Hicks felt he couldn't support it as there are other areas that require additional support that should be treated equally. He felt trustees needed to be consistent when dealing with budget issues.

J. Bishop pointed out that budget principle number one is to follow the funding envelopes. It is already clear there is a need for more psychologists. She then made the following motion,

> It was moved by J. Bishop: That the Moratorium in Psychological Services Report be referred to administration.

M. Matier pointed out that the psychological services staff have actually brought forward the measures of addressing these problems. He added that whatever model is adopted would contain an impact statement as to the cost of delivery at which time that would be debated.

L. Peddle asked for a confirmed timeline for solutions to be brought to the Education Committee in May 2001. She added there must be alternate ways of delivering this service to students.

R. Mulholland felt this item should be referred directly to the budget committee in order to deal with this directly.

To the motion, LOST.

> **It was moved by B. Wallace: That the following motion be tabled until a report from Psychological Services with proactive solutions to help with the waiting list for testing be received:**
>
> > **It was moved by W. Marston: That the Board hire three additional psycho-educational consultants.**

Understanding this, M. Matier explained this could be difficult to have a detailed plan ready in six weeks.
To the motion, **CARRIED**.

L. Peddle felt that the following motion would fit well within the new System Strategic Directions,

> **It was moved by L. Peddle: That a status report from Psychological Services including results of the proactive measures being taken re the moratorium on testing, be presented to trustees by May 2001.**

C. Gudas-Murphy responded that a preliminary report could be brought back as the timeline of the data collection survey is March. This will then be processed.

To the motion, **CARRIED**.

9. Draft Policy: Blood Borne Pathogens
K. Croxall noted the policy had been to JAC and had received support.

> **It was moved by L. Orban: That The Hamilton-Wentworth District School Board approve the Blood Borne Pathogens Policy. CARRIED.**

10. 2001-2002 Hamilton-Wentworth District School Board EQAO Action Plan for Improvement in Mathematics, Reading and Writing based on Grade 3 & 6 EQAO Results (Reviewed January 2001)
K. Croxall outlined the report. She added the committee has made recommendations re continuing some of the tasks outlined. For this year, in order to give the system greater direction and focus, key or priority tasks were identified.

Complimenting the committee on the format of the report, J. Bishop felt it was setting a system focus. She asked if the report has the support of Executive Council.

K. Croxall responded that two other Superintendents of Education sat on this particular committee and the report had been to the Program and Assessment Council where it received support.

In response to a query about funding this initiative, K. Croxall clarified that although the Ministry is not providing more money this will be included in the budget process.

> **It was moved by J. Bishop: That the 2000-2002 Hamilton-Wentworth District School Board EQAO Action Plan for Improvement in Mathematics, Reading and Writing based on Grade 3 and 6 EQAO Results (Reviewed January 2001) be approved and submitted to EQAO as required.**
> **CARRIED.**

11. Growth and Development Support Package
K. Croxall outlined the package.

It was moved by R. Mulholland: That the report on the *Summary of Parent and Community Feedback on the Grade 5 to 8 Growth and Development Support Packages* be received for information.
CARRIED.

12. Report on Alternative Education

In outlining the report, J. Wibberley made the following points:

- Students served are generally not successful in the regular school program.
- Our Board needs a clear vision on where we are going with alternative education.
- Staff working in alternative education are presented with a difficult curriculum challenge.

It was moved by J. Bishop: That The Hamilton-Wentworth District School Board create a working group to develop a system model for the alternative delivery of program within the Board and with the following mandate:

1.1 The committee will assess student/system needs that are not met in a regular school setting. The model for the alternative delivery of program will address these needs in a financially responsible manner.

1.2 The model will present alternative programming pathways for students, stressing linkages between programs and an appropriate administrative structure.

1.3 The committee will be structured as follows:

- **Secondary Administrators 2**
- **Elementary Administrators 2**
- **Alternative Program Teachers 4**
- **Special Education Department 2**
- **Superintendent of Education 1**
- **School Council Representatives 2**
- **Trustees 1 or 2**
- **Social Work Department 2**

1.4 The committee will present its report at the January 2002 Education Committee. The report will address the following the following in the context of a model for alternative program delivery:

- **Accommodation and Facilities**
- **Communication**
- **Effective Program**
- **Administration and Procedures**
- **Human Resources**
- **Relationships**
- **Resource Allocation**

R. Mulholland expressed concern that the committee may not be mandated to look at improving alternative education; rather, to cut down on some of these programs and possibly integrate them into other areas.

J. Bishop felt this report is badly needed. She pointed out the Board has, at the present time, different "pieces" of alternative programs; however, it has never actually been asked whose

needs are being met. She believed this initiative would answer some really important questions and look at what the best programs for alternative education would be.

J. Wibberley assured trustees this is not an attempt to dismantle what already exists; rather, to look at what is lacking as to the linkages between these programs. He added that the Board needs to reallocate resources so there are more alternative education programs.

To the motion, **CARRIED**.

13. Verbal Report re Secondary Pass/Fail Rates

J. Wibberley outlined the following failure rates from Semester one:

GRADE 9
English - academic level 9.76%; applied 35.51%
Math - academic 18%; applied 32.95%
Science – academic 11%; applied 30.58%
Overall average - academic 13%; applied 35.18%

GRADE 10
English – academic 6.7%; applied 25.26%
Math – academic 19.68%; applied 35.27%
Science – academic 12%; applied 29%
Overall average – academic 12.22%; applied 27.31%

J. Wibberley clarified that academic level is the same as the former advanced level, for those students who are University or College bound. The applied programs refer to the former basic level.

J. Wibberley stated it appears the applied or "basic" level courses are where there is the highest failure rate. This is consistent across the province since the introduction of the new secondary school curriculum. He added that training has already started with secondary school staff around assessment practices and exemplar training.

Several members felt that a written report would have been beneficial.

Responding to a question, M. Matier stated there is no expectation this year for an action plan for grade 10 reading and writing. He added that individual remediation was the focus.

J. Bishop expressed concern at the failure rates and suggested further tracking in order to make sure these students do not miss out.

L. Peddle asked for the population split between academic and applied students. J. Wibberley responded that generally grade nine students chose the academic area in order to keep more doors open. This balances out by grade 10.

14. Staffing Report – Full Time Equivalent Positions

D. Grant outlined the report.

It was moved W. Marston: That the February, 2001 Staffing Report regarding Full-Time Equivalent Positions be received for information.
CARRIED.

15. Request for verbal comment re: Occasional Teachers

J. Bishop noted the concern over the lack of occasional teachers in the community and regular teachers being called in to cover, for example, ESL teachers are not actually doing that work but being called in for coverage of regular classes rather than teaching ESL. She pointed out that other boards seem to be going the route of utilizing teachers' college graduates when retired teachers have maximized their teaching days.

In response, K. Bain stated that administration have resisted using uncertified teachers to this point and would like to continue this practice; however, the legislation does allow this, under emergency situations, for 10 days.

W. Marston stated he was pleased to hear the resistance at hiring uncertified teachers and asked whether this is normally an administrative decision.

K. Bain responded that typically this would be an administrative decision.

W. Marston, noting that this is quite a directional shift, made the following motion,

It was moved by W. Marston: That a request to use uncertified volunteers, on a regular basis, be brought to the Board.

J. Bishop clarified that we have indeed done this when in exceptional circumstances in the past.

K. Bain clarified that "uncertified" means college of teacher graduates who have not yet received their college of teacher registration.

W. Marston noted his concern would be that the board does not hire uncertified teachers and continue to keep them on as staff.

To the motion, **CARRIED**.

Adjournment:

It was moved by W. Marston: That the meeting be adjourned at 10:15 p.m.
CARRIED.

kc

A C T I O N I T E M S

EDUCATION COMMITTEE
2001 04 05

#5

April 5, 2001

To: The Trustees

From: Merv Matier, Director of Education and Secretary

Re: LIBRARY BOARD APPOINTMENTS

RECOMMENDED ACTION

It is moved by_____: That Anita Culley and Glen Whitwell represent this Board on the Hamilton Public Library Board.

Rationale

Under the Public Libraries Act, The Hamilton-Wentworth District School Board is permitted two representatives to sit on the Hamilton Public Library Board. The term of the appointment is for three years (to November, 2003). Written applications from interested citizens to serve in this capacity were invited through advertisements in the Hamilton Spectator and the local community newspapers.

Four applications were received and each applicant was interviewed on Thursday, March 29, 2001 at the Education Centre.

Trustees Mulholland and Johnstone conducted the interviews and they are recommending the above two names for appointment.

#6

Hamilton-Wentworth District School Board

MEMORANDUM

To: Merv Matier, Director of Education and Secretary
From: Chuck Reid, Superintendent of Education
Date: April 5, 2001
Subject: **SCHOOL COUNCIL POLICY**

Recommended Action

Moved by _____, that the "draft" School Council Policy be approved and recommended for adoption by the Board.

1.0 Background

1.1 The "draft" policy was first presented on March 1, 2001 to the Education Committee of the Board.

1.2 The "draft" policy was presented to the Joint Advisory Committee on March 6, 2001. The following changes were made for the Board's consideration.

- 12 elementary representatives (2 from each elementary cluster of schools), and
- 6 secondary representatives (3 from each secondary cluster of schools)

1.3 The School Council Policy Development Committee supports the approval of the "draft" policy.

6-1

Policy No. 000

Draft

SCHOOL COUNCILS

Date Approved: 00/00

Projected Review Date: 00/00

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board to establish and to maintain a School Council in every school of the Board, in order to promote and improve student learning through ongoing valued parental, staff and community input. The Board will assist School Councils to establish and to maintain a district-wide representative assembly.

RESPONSIBILITY: Superintendent of Education responsible for School Councils

OPERATING PROCEDURES:

1.0 Roles and Responsibilities

1.1 The School Council shall act in an advisory capacity to the principal and to the Board and/or senior staff in accordance with the policies and procedures of the Board and of the Education Act and Regulations.

1.2 In addition to its advisory responsibilities, the School Council shall:

- promote the best interests of the student body, school and community
- establish its goals, priorities and procedures
- determine the need, and organize information and training sessions to enable members of the Council to develop their skills as Council members
- hold a minimum of four meetings per year (all meetings shall be open to members of the school community)
- communicate regularly with parents and other members of the community to seek their views and preferences with regard to matters being addressed by the Council, and to report on the activities of the Council to the school community

1.3 In all School Councils, parents and guardians shall form the majority, except in adult day schools, where parent positions shall be held by students. It is expected that the membership of the Council will reflect the diversity of the school community.

2.0 Operations

2.1 The Board shall provide training and development opportunities for School Councils at least once per year, to assist them in their roles and responsibilities.

2.2 Planning for parent/community involvement is to be included in the school plan.

2.3 The primary focus of School Councils shall be to promote and improve student learning and enhance system accountability.

2.4 The Principal shall solicit the advice of the School Council when annual school improvement plans are being developed.

2.5 The Board shall support the Assembly of School Councils by developing and maintaining a regular communication with and among District School Councils.

3.0 Assembly of School Councils

3.1 The Director or his/her designate shall attend all regular meetings of the Assembly of School Councils and act as an ex-officio member to the Assembly.

3.2 The Board supports and will assist in the establishment of an Assembly of School Councils representing all School Councils. The membership of the first Assembly will include:

- a member from each school in the District
- the first elected Assembly Executive shall be composed of:
  - 12 elementary representatives (2 from each elementary cluster of schools), and
  - 6 secondary representatives (3 from each secondary cluster of schools)
- the first election of the Assembly Executive shall be the responsibility of the Superintendent of Education responsible for School Councils within the District

3.3 The Executive shall, in consultation with the Assembly at large, develop an election protocol and determine the roles and responsibilities of the Executive.

3.4 The Assembly of School Councils shall:

- solicit members to system committees as requested by the Board (all School Council members are eligible for selection to system committees)
- monitor Board meetings and report to its membership by holding a minimum of four meetings per year
- give due notification to its membership of all meetings
- report back to the full membership, on a regular basis, on all business of the Assembly

3.5 The Director, Supervisory Officers of the Board, and Trustees may attend regular and executive meetings of the Assembly of School Councils.

4.0 Directives

4.1 Nothing in this policy detracts from the statutory authority and duties of the Director of Education, Superintendents and Principals to implement the policies, programs and plans of the Board, and to oversee and/or operate the schools in accordance with the Education Act and Regulations. All school staff remain under the jurisdiction of the Principal at all times.

4.2 The Director of Education is authorized to issue guidelines in support of this policy.

5.0 References

School Councils - Ontario Regulation 612/00, issued December 2000
Operation of Schools - General - Ontario Regulation 613/00, issued December 2000
Policy/Program Memorandum No. 122 issued April 12, 1995 (revoked December 2000)
The Education Act as amended, Section X
The Road Ahead III: A Report on the Role of School Councils, issued November 1998

2001 04 05

#7

TO: **Merv Matier, Director of Education**
FROM: **P. Gillie, Superintendent of Education – School Year ~~Calendar Portfolio~~**
RE: **Proposed 2001 – 2002 School Year Calendar**

Approved for distribution by the Director.
Signature: M Matier
Date: March 30/01

RECOMMENDATIONS:

1. Moved by _____ that the proposed 2001 – 2002 Elementary School Year Calendar be approved for the Elementary Schools in the Hamilton-Wentworth District School Board. Appendix B

2. Moved by _____ that the proposed 2001 – 2002 Secondary School Year Calendar be approved for the Secondary Schools in the Hamilton-Wentworth District School Board. Appendix C

3. Moved by _____ that, subject to Regulation 304 and any direction of the Minister of Education, the 2002 – 2003 School Year Calendar be developed by the Joint Calendar Advisory Group and adhere to the two year parameter determined with the 2001 – 2002 Calendar.

RATIONALE:

1. The Hamilton-Wentworth District School Board and the Hamilton-Wentworth Catholic District School Board are working together to share and align the delivery of transportation services across the community. A School Year Calendar that is common to each Board will facilitate the goal for transportation.

2. Each Board Calendar Committee began the process of aligning calendars last year. At the conclusion, it was recommended that a joint committee was desirable in order to achieve a common calendar. Therefore, the School Year Calendar for the 2001 - 2002 School Year has been developed through a process with joint representation from each Board.

3. The process for the development of the Calendar is outlined in Appendix A. A joint meeting of representatives from each Board was convened in order to review proposed calendars and give advice before circulating them for input. Proposed calendars were circulated for the month of February in order to receive input from Schools, School Councils/Home & Schools and each of the Employee Groups in the Board.

4. In order to provide for the recognition of features to which each Board has become accustomed, the development of a common calendar will evolve over a two year period. Features not included this year will be included in the second year. Those included this year will not be used next year in order to accommodate this two year process.

5. For the proposed calendars attached, and recommended by the Joint Calendar Advisory Group and Executive Council, the following change from those that were circulated should be noted. With respect to the Elementary Calendar, the Professional Activity Day in June was originally set at June 7. After considering the input received, the Joint Calendar Advisory Group agreed to change the Elementary June PA Day for the 2001 – 2002 Calendar. This is done with the understanding that in the next year (2002-2003) the June PA Day will be on the Friday of the first week in June. In the same context, it is agreed that the October Elementary PA Day will be scheduled to November 1 for the 2002-2003 Calendar.

6. Overall, input supported the Calendars that were circulated. The one exception is with respect to the Elementary Calendar. Considerable input was received in the Public Board expressing concern that the early Fall Term PA day would not be November 1 and that the June Day was early in June and not on the last day of June. The main reason given for changing the day in October to November 1 was the value of having the PA day the day after Halloween.

   The October 19 PA Day is supported for 2001 – 2002 in order to work toward a common calendar and in recognition of a major conference for educators in the Catholic Board. The cost savings to have teachers available to attend this conference locally are in line with the goal of achieving cost savings through a common calendar.

   The June PA Day has been utilized differently in each of the Boards. The Catholic Board uses the PA Day earlier in June in order to provide the opportunity for staff who are changing schools to attend the new school early in June. The Public Board uses the June PA Day to draw closure to the school year by reviewing the School Plan and beginning to plan and organize for the next school year. The two year cycle of trying out features from each Board is intended to result in a final common calendar in the third year.

   Minimal input was received for the Secondary Calendar. The proposed Calendar is the same as the current school year, which was supported favourably for the current school year.

   With so few PA Days and the holiday periods set by the Ministry in accordance with the requirements of Regulation 304 there are few options left in the development of the School Year Calendar.

ATTACHEMENTS:

Appendix A	2001 – 2002 School Year Calendar Development
Appendix B	Proposed 2001 – 2002 Elementary School Year Calendar
Appendix C	Proposed 2001 – 2002 Secondary School Year Calendar

APPENDIX A

2001 – 2002 School Year Calendar Development

GOAL:

Develop in accordance with Board resolutions, the 2001 - 2002 School Year Calendar through a Joint Committee of representatives of the Catholic and Public School Boards in order to have a common calendar in support of our transportation system .

PARAMETERS:

At a preliminary meeting of the Superintendents responsible for the Calendar in each Board and the Chairman of each Board, the following parameters were developed for the Joint Committee.

- Length of school year - 194 days
- Common calendars are to be developed in order to support initiatives being undertaken by both Boards towards transportation savings
- Formats to be considered over a two year period in order to provide for a transition to a common calendar
- The Joint Committee will need a compelling reason to have variance in calendars

REPRESENTATIVE ADVISORY COMMITTEE:

Representative	Catholic Board	Public Board
Superintendents	**Phil DiFrancesco**	**Pat Gillie**
Parent	**Irene Costie**	**Janice Dewar**
Elementary Principals	**Gemma Monaco**	**Wanda Lane**
Secondary Principals	**Theresa Mazza**	**Marg Bowman**
Elementary Teachers	**Peter Mamer**	**Kelly Hayes**
Secondary Teachers	**Dan Trevisan**	**John Byers**

TIMELINE:

DATE	ACTION OR COMPLETED TASK	NOTE
January 11, 2001 **January, 15, 2001**	Meeting of superintendents to set up procedure, timeline, and preliminary calendar.	
January 24, 2001	Convening of Advisory Representatives for input to proposed calendar prior to wider distribution for input	
January 26, 2001	Release of proposed calendar for input from Schools, Principals, School Councils/Home & School	Allows month of February for consideration
March 1, 2001	Deadline for submitting input	
March 2, 2001	Superintendents meet to organize input	
March 8, 2001	Meeting of Advisory Committee to finalize calendar based on wider input for recommendation to Board	
Week of March 19	Recommended Calendars to respective Senior Management Councils for approval to Board	
April 2 to 20	Report to respective Boards for approval	
April 23 to 30	Forward/ data enter online to Ministry of Education	In compliance with May 1 requirement for filing
June	Release Calendars to Systems and Community following approval by Ministry	

APPENDIX B

2001 - 2002 ELEMENTARY SCHOOL YEAR CALENDAR

GENERAL OUTLINE OF ACTIVITIES

NOTE:

The School Year begins September 4, 2001 and ends June 27, 2002.

Instruction for students begins on September 4, 2001 and ends on June 26, 2002.

PROFESSIONAL ACTIVITY DAYS

Professional Activity Days are included in the 2001 - 2002 School Year Calendar to enable teachers to focus on a number of organizational and program requirements.

The Professional Activity Days provide opportunities for the development and implementation of the School Plan and planning for the implementation of Ontario Curriculum. Pupil Evaluation and Interview Days provide opportunities for report preparation and face to face sharing of information with parents/guardians regarding student progress and planning for future programming and placement of students.

MONTH	ACTIVITY	DATE
October	System Curriculum Day	October 19
December	Pupil Evaluation / Interviews	December 7
February	In School Curriculum Day	February 22
June	Curriculum Evaluation / Planning and Assessment/ and School Organization	June 27

Proposed School Year Calendar - 2001 - 2002 - ELEMENTARY

Legend: H - Statutory School Holiday E - Scheduled Examination Day P - Professional Activity Day B - Board Designated Holiday

MONTH	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Exam Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		19		3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	22	24	25	26	27	28					
October	1	21		1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19 P	22	23	24	25	26	29	30	31		
November		22					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December	1	14		3	4	5	6	7 P	10	11	12	13	14	17	18	19	20	21	24 H	25 H	26 H	27 H	28 H	31 H				
January		19			1 H	2 H	3 H	4 H	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
February	1	19						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22 P	25	26	27	28	
March		15						1	4	5	6	7	8	11 H	12 H	13 H	14 H	15 H	18	19	20	21	22	25	26	27	28	29 H
April		21		1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
May		22				1	2	3	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June	1	18		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27 P	28					
Total	4	190	0	Total days in the calendar = 194																								

7-4

APPENDIX B

APPENDIX C

2001 - 2002 SECONDARY SCHOOL YEAR CALENDAR

GENERAL OUTLINE OF ACTIVITIES

NOTE:

The School Year begins September 4, 2001 and ends June 27, 2002.

Instruction for students begins on September 4, 2001 and ends on June 26, 2002.

PROFESSIONAL ACTIVITY DAYS

Professional Activity Days are included in the 2001 - 2002 School Year Calendar to enable teachers to focus on a number of organizational and program requirements.

Turnaround days take place at the end of semester. Activities include report preparation, credit granting and promotion meetings. Decisions are made regarding the placement of exceptional pupils. Registrations are completed and adjustments are made in student timetables. Year end planning includes promotions, graduation, diploma granting, and course revisions.

MONTH	ACTIVITY	DATE
January	Turnaround / Interface	January 29, 30
June	Pupil Evaluation/ Promotion/ Year End Planning	June 25, 27

Semester Breakdown for 2001 - 2002 School Year Calendar

Semester	Duration	Teaching Days	Evaluation Days	P. A. Days	Total School Days
ONE	Begins September 4 Ends January 31	90	5	2	97
TWO	Begins February 1 Ends June 27	90	5	2	97
TOTAL		**180**	**10**	**4**	**194**

Proposed School Year Calendar - 2001 - 2002 - SECONDARY

Legend: **H** - Statutory School Holiday **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday

MONTH	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Exam Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September		19		3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	22	24	25	26	27	28					
October		22		1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November		22					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December		15		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25 H	26 H	27 H	28 H	31 H				
January	2	12	5		1 H	2 H	3 H	4 H	7	8	9	10	11	14	15	16	17	18	21	22 E	23 E	24 E	25 E	28 E	29 P	30 P	31	
February		20						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	
March		15						1	4	5	6	7	8	11 H	12 H	13 H	14 H	15 H	18	19	20	21	22	25	26	27	28	29 H
April		21		1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
May		22				1	2	3	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June	2	12	5	3	4	5	6	7	10	11	12	13	14	17	18 E	19 E	20 E	21 E	24 E	25 P	26	27 P	28					
Total	4	180	10																									

Total days in the calendar = 194

SEMESTER BREAKDOWN

SEM. I September 4, 2001 to January 31, 2002 - 90 Instr. + 5E + 2PA = 97
SEM. II February 1, 2002 to June 27, 2002 - 90 Instr. + 5E + 2PA = 97

#8

Approved for distribution by the Director.
Signature: [signature]
Date: March 30/01

The Hamilton-Wentworth District School Board

Memorandum

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Education
Re: **Report of the French Immersion Advisory Committee**
Date: March 23, 2001

Recommended Action

Moved by _____ that The Hamilton-Wentworth District School Board refer the report of the French Immersion Advisory Committee to administration for further action in conjunction with a review of the French Immersion program delivery model.

Rationale

The report of the French Immersion Advisory Committee, including the recommendation regarding secondary catchment areas, was discussed at the Program and Assessment Council on March 9, 2001. The Council discussed this issue of enrolment at Sherwood in the larger context of the state of French Immersion in the Board and considered several related points in advising that a review of the Board's French Immersion program be undertaken:

- enrolment at some elementary sites has also been declining with significant impacts on program delivery (e.g. no SK at Sanford Avenue for 2000-2001, split grades, reported middle school difficulties in certain subject areas);
- acquiring and retaining qualified Immersion teachers has become more difficult both for regular positions and for occasional teaching;
- competition for resources in dual track schools appears to be a continuing complaint;
- the Board's resource allocation currently directs some of the Ministry funding under Language Grant to other purposes; and
- the impact of the school closure process on French Immersion given the reports from the Sanford and Templemead study committees.

While respecting the recommendation of the French Immersion Advisory Committee, Executive Council is not convinced that considering boundaries alone will be sufficient to deal with problems in the delivery of French Immersion. It is necessary to investigate the root causes rather than the symptoms of declining enrolment and to consider the delivery model as well as accommodation issues that will enable the program to thrive in the new environment of curriculum change, accommodation challenges and funding restrictions. The desire to offer a strong quality French Immersion program in the Hamilton-Wentworth District School Board directed Program and Assessment Council to propose this larger action rather than a piecemeal approach which may not serve our students well in the long run.

If this recommended action were to be approved, a report outlining the parameters of the review will be brought back to the Education Committee for approval following appropriate consultation with the French Immersion Advisory Committee and other stakeholders.

8-1

REPORT OF THE FRENCH IMMERSION ADVISORY COMMITTEE

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Education
French Immersion Advisory Committee
Date: March 1, 2001

Two secondary schools: Westdale and Sherwood - currently offer a French Immersion program.

In recent years the enrolment at Sherwood has been declining but there has been a sufficient number of students registering in Grade 9 to ensure program viability. This year, however, the Grade 9 registration is significantly below a level at which program viability can be assured without impact on other programs and course loadings in the school. The French Immersion Advisory Committee believes that one of the contributing factors to this decline in enrolment at Sherwood is the lack of secondary catchment areas for the program.

The French Immersion Advisory Committee has discussed the matter at some length, scheduling a special meeting of the Committee for February 26, 2001, to consider alternatives for dealing with the problem.

In order to ensure equitable access across the jurisdiction, the FIAC strongly supports the continuation of two secondary sites within the Board for French Immersion. With this in mind, the Committee approved the following recommendation to be forwarded to the Board:

> ***That the Hamilton-Wentworth District School Board consider establishing boundaries for secondary catchment areas for the French Immersion program in two secondary sites.***

The Committee believes that there is an urgency to this recommendation. It was understood by the Committee that any immediate implementation of boundaries would have to be balanced with a good deal of flexibility in the first year as students and parents may already have made Grade 9 course selections at specific schools.

#10

for distribution
by the Director.
Signature: Merv Matier
Date: March 25/01

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Memorandum

April 5, 2001

TO: MERV MATIER

FROM: ELIZABETH BOND
SUPERINTENDENT OF EDUCATION

RE: PROGRESS REPORT AND FUTURE PLANS RE:
THE ONTARIO SECONDARY SCHOOL LITERACY TEST

RECOMMENDED ACTION:

Moved by _____ that the Progress Report and Future Plans Re: The Ontario Secondary School Literacy Test be received for information.

BACKGROUND INFORMATION:

The purpose of this report is to provide you with a comprehensive package of information about The Ontario Secondary School Literacy Test ((previously known as the Grade 10 Test of Reading and Writing Skills).

The report provides a description of salient events and future plans at provincial, system and school levels related to communicating the results of the Test to students, parents, the school community and the public.

As noted in the report, Secondary Schools will provide Trustees with their respective School information for the April 9 release of School Results to their communities. The Superintendent will provide Trustees with a complete package that includes a System Executive Summary and individual School Summaries and School Action Plans for Improvement prior to the Board release on April 27.

APPENDICES:

**A HWDSB PROGRESS REPORT AND PLANS RE:
THE ONTARIO SECONDARY SCHOOL LITERACY TEST**

B EQAO PARENT/GUARDIAN GUIDE TO THE ONTARIO SECONDARY SCHOOL LITERACY TEST

C EQAO FREQUENTLY ASKED QUESTIONS

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

PROGRESS REPORT AND PLANS RE: THE ONTARIO SECONDARY SCHOOL LITERACY TEST

April 5, 2001

ACTION	*DATE*	*COMMENTS*
EQAO releases *The Ontario Secondary School Literacy Test Resource Guide.*	**Feb. 28**	**This Guide provides technical information for Secondary Schools and Boards (available on EQAO Web site) to support the interpretation of the Test results.**
Boards and Secondary Schools receive their own Test results with EQAO embargo directive.	**Mar. 2**	**Boards and Secondary Schools are required to wait until EQAO official release dates (Mar. 8 and April 9/27) to share information.**
EQAO Releases Provincial and Board Results to the Public.	**Mar.8**	**Due to early release via the media, EQAO cancels the scheduled Mar. 8 press conference.**
	Mar.8	**EQAO releases Provincial and Board data in a pass/fail format. There are two methods of reporting the data. Method 1 shows the percentage distribution of results for all Grade 10 students eligible to write the Test. Method 2 presents student results as a percentage of students who wrote the entire test.**
	Mar. 8	**HWDSB issues Media Release on Provincial and Board results.**

Preparation for Individual Student Reports (ISR) **During week of Mar. 19-23, EQAO sends *Parent/Guardian Guide to the Ontario Secondary School Literacy Test* and copies of *Individual Student Reports* to Schools, posts *Frequently Asked Questions* and *School Contextual Data* on Web site.**	**Mar. 21** **Mar. 22** **Mar. 26-30** **Mar. 26-30**	**Superintendent meets with Secondary School Administrators to review EQAO information and to determine consistent procedures and timelines for communication of information and distribution of ISR to students and parents/guardians.** **Sample cover letter to accompany ISR is developed and forwarded to schools.** **Secondary Schools provide information sessions for Grade 9 and 10 students re: Test results and reports and how the information will be communicated.** **Secondary Schools send home cover letter to accompany *Individual Student Report (ISR)* and *Parent/Guardian Guide.***
Preparation for Release of School Results to Respective School Communities on April 9	**Mar. 26-April 9** **April 2** **April 4** **April 5** **April 9**	**Secondary Schools complete individual School Summary (EQAO template). Secondary Schools review information/plans/results from Grade 3/6 EQAO Tests with feeder Elementary Schools.** **Sample school newsletter template is drafted for Secondary Schools to use for release of School Results on April 9.** **Secondary School Administrators meet with Superintendent to review draft newsletter template, and other related EQAO issues.** **Secondary School Principals submit completed School Summary forms to Superintendent.** **Secondary School Principals release School Summary and Test Results to respective Trustees, School Councils and School Communities. Method 1 and Method 2 must be reported.**

Preparation of School Action Plans for Improvement	**Mar. 21-April 20**	**Secondary Schools receive feedback from their respective Communities regarding their School Summary and Test Results.** **Using EQAO template, Secondary Schools work with their Community members to develop School Action Plans for Improvement that address:** • **strategies to meet the needs of the Grade 10 students who wrote the Test** • **strategies to support the Grade 9 students who will be writing the Test in the 2001-2002 school year and** • **realistic school-based targets (Tasks/Indicators) to improve overall student literacy performance and specifically to improve 2001-2002 Ontario Secondary School Literacy Test results.**
	April 23	**Secondary School Principals submit completed School Action Plans for Improvement to Superintendent**
Preparation for Board Release of School by School Results on April 27	**April 24**	**Superintendent and EQAO Committee meet:** • **to review and analyze School Summaries and School Action Plans for Improvement** • **to develop a System Executive Summary based on review and analysis of the School by School information.**
	April 26	**Jane Allison meets with Superintendent, Special Assignment Teacher, Barbra Bomches, and HWCDSB Superintendent to plan Joint Strategy for Board Media Release on April 27.**
	April 26	**Information Package that includes System Executive Summary and School by School Summaries and Action Plans is prepared and distributed to Trustees.**
Board Release of School by School Results	**April 27**	**HWDSB issues Media Release of Provincial, Board and School by School Results. Method 1 and Method 2 must be reported.** **EQAO will also post school by school results on the Web site.**

10-4

EQAO
Education Quality and Accountability Office

Parent/Guardian Guide to the Ontario Secondary School Literacy Test[1]

Education Quality and Accountability Office (EQAO)

- EQAO is an independent agency of the provincial government.
- EQAO's province-wide tests provide parents/guardians, teachers and the public with information on student achievement.
- EQAO makes recommendations on how to improve Ontario's education system.
- For further information about EQAO or its province-wide tests, please visit EQAO's Web site at www.eqao.com.

Purpose of the Parent/Guardian Guide

- On October 11 and 12, 2000, your child wrote the Ontario Secondary School Literacy Test, which measured reading and writing skills.
- You will have now received a copy of your child's *Individual Student Report*, which indicates whether your child successfully completed the test.
- This guide provides information about the content of the test, the marking of the test and the standard for reading and writing. If your child did not complete the test successfully, this guide will also help you understand the information provided on the report identifying reading and/or writing skills on which your child needs to improve.
- Teachers at your child's school will have further information about the test and about your child's achievement since the test last October. You may wish to contact the school for an update and/or to discuss your child's *Individual Student Report (ISR)*.

Information About the Test

- The Ontario Secondary School Literacy Test is based on the reading and writing skills in the new *Ontario Curriculum* up to the end of Grade 9. These skills are the basis for learning in all subject areas in both elementary and secondary school.
- This test will be administered annually in October to all students who are in Grade 10.
- The test is marked on a pass/fail basis. Students have to pass both the reading component and the writing component in order to complete the test successfully.
- Starting in October 2001, students who take the test will have to complete it successfully in order to obtain their Ontario Secondary School Diploma (OSSD).
- **The requirement to complete the test successfully does not apply to any student who wrote the test in October 2000. This means that if your child did not complete the test successfully, he or she will not retake it and will not be required to complete it successfully before obtaining an Ontario Secondary School Diploma.**
- **For students who wrote the October 2000 test, the test results will not be recorded on the "Completion of Requirements for Graduation" page of their end-of-semester or year-end Provincial Report Card, their Ontario Student Transcript (OST) or their official Ontario Student Record (OSR). A copy of their literacy test report will be kept in the school for one year, for purposes of planning for remediation. At the end of this time the school will dispose of it.**

[1] Previously known as the Grade 10 Test of Reading and Writing Skills

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How the Test Was Developed

- The test was developed by Ontario teachers and assessment specialists. The reading questions and writing tasks were extensively field-tested to ensure that they were fair and appropriate for students at this grade level.
- Sample reading questions and writing tasks, as well as examples of acceptable written work, will be posted on the EQAO Web site at www.eqao.com in March 2001. This information will also be available in your child's school office.

The Reading Component of the Test

Students were required to read 12 different reading selections and to answer questions on each selection. The selections included a variety of reading materials that students encounter every day, including the following:

- Information (e.g., explanations, instructions)
- Graphic (e.g., schedules, graphs, tables)
- Literary (e.g., stories, descriptions, dialogue)

The reading questions measured students' skills in understanding and interpreting information. To pass the reading component, students had to demonstrate their skills in the following key areas:

- understanding directly stated ideas and information
- understanding indirectly stated ideas and information
- making connections between personal knowledge and experiences and the ideas and information in the reading selections

The Writing Component of the Test

Students were asked to write a summary, a series of paragraphs expressing an opinion, a news report and an information paragraph. These four different kinds of writing reflect the variety of tasks that students are regularly required to do.

The writing tasks measured students' skills in communicating ideas and information clearly within strict timelines. To pass the writing component, students had to demonstrate the four kinds of writing mentioned above. They also had to demonstrate their skills in the following key areas:

- developing a main idea
- providing supporting details
- organizing and linking ideas and information
- providing the proper tone — refers to the use of language appropriate to the purpose and intended readers of a piece of writing. For example, the tone of a personal letter is different from the tone of a business letter.
- using correct grammar and punctuation
- using correct spelling

Setting the Test Standards for Reading and Writing

A panel that included educators and members of the public from outside the education community determined the requirements for passing the test.

The panel examined a sample of student responses, first in reading and then in writing. From this activity, they described successful performance in reading and writing. These descriptions were then applied to student papers to determine which of the sample papers would pass and fail. Using these samples, marking keys were developed.

Please visit the EQAO Web site at www.eqao.com for more information on the process used to set the test standards.

Marking

Reading

The test was marked by current or retired teachers and other qualified individuals. All markers were trained and supervised by EQAO assessment staff.

The reading component involved multiple-choice questions, which were electronically marked, as well as written responses, which were scored by the markers using an answer key. To ensure fairness to students, portions of each student's work were marked by different markers. These scores were added together to come up with a final reading score. In cases where a student's work was close to the pass/fail line, the work was re-marked by a different set of markers.

Writing

The writing component was marked by current or retired teachers. All markers were trained and supervised by EQAO assessment staff.

The writing component was scored by markers who looked at each piece of writing as a whole. In cases where the work was close to or below the pass/fail line, markers double-checked the results by marking specific writing skills in detail across the four pieces of writing. To ensure fairness to students, portions of each student's work were marked by different markers.

Student Feedback

Students who did not pass reading and/or writing will receive feedback on their *ISR*. This feedback identifies weaknesses in reading and writing skills that students need to address.

Some students did not pass in reading and/or writing because they failed to follow the test instructions. In reading, for example, some students left answers blank or did not address the question. In writing, some students failed to submit one or more of the four required pieces of writing, or they submitted written work that was incomplete, off topic or illegible.

Student Background Information

Each student's *ISR* contains background information on his or her program and on what, if any, special accommodations he or she received for the test. The *ISR* will also indicate whether a student received an exemption or deferral.

To receive one or more accommodations for the test, students must have been identified as exceptional by an Identification, Placement and Review Committee (IPRC) and/or have an Individual Education Plan (IEP) that outlines special needs.

Frequently Asked Questions and Answers

Why are students writing the test in Grade 10? Why isn't the test administered closer to graduation?

The test measures reading and writing skills that provide a foundation for success in all secondary school courses. Therefore, it is important that the test take place early in secondary school. For students who are having difficulty with their reading and writing skills, this test provides valuable feedback at an early stage. This information will help them strengthen their skills and improve their performance before graduation.

How can parents/guardians learn more about what was required to complete the test successfully?

Parents/guardians who wish to learn more are encouraged to visit the EQAO Web site. The Web site contains support materials that EQAO has developed for teachers, and samples of student work that meet the requirements for passing the test. All of this information is also available in the school.

Why don't all students receive detailed feedback on their test performance?

Only students who do not pass reading and/or writing require detailed feedback so that they can work with their teachers to improve their skills and develop a remediation plan.

Who is responsible for assisting students who do not successfully complete the test?

School boards are responsible for ensuring that schools provide remedial assistance to students who do not successfully complete the test. Teachers will be working with students to use feedback from the test and from students' daily classroom work in order to develop strategies for improving students' reading and writing skills.

What can I as a parent/guardian do to assist my child if he or she is not successful on the test?

- Discuss the information from the *ISR* with your child.
- Speak with your child's teachers and/or principal to determine how much progress your child has made since the test took place in October and to discuss what you can do at home to reinforce those reading and writing skills that require attention.

Is it possible for students who took the test in October 2000 to retake the test?

No. Completing the test successfully is not a graduation requirement for students who took the test in October 2000. Student transcripts will not indicate whether students successfully completed the test.

Is it possible to have my child's work reviewed?

If your child did not successfully complete the test, it is possible to have his or her work reviewed by EQAO. Please speak to the principal about the procedure for requesting a formal review.

Where can I obtain further information or answers to other questions?

Further information is available at your child's school.

In addition, please feel free to contact EQAO:

Internet:	www.eqao.com
E-mail:	secondary@eqao.com
Telephone:	1-888-327-7377
Mail:	2 Carlton Street, Suite 1200 Toronto, Ontario M5B 2M9

To discuss your child's *ISR*, please contact your school principal.

General Questions

Results - October 2000

Test Format

English-Language Standard

Reading the Individual Student Report (ISR)

Marking

School and Board Reports

Accommodations, Exemptions, and Deferrals

The Ontario Secondary School Literacy Test

Frequently Asked Questions

1. **What is the purpose of the Ontario Secondary School Literacy Test?**
   The purpose of the Ontario Secondary School Literacy Test is to determine whether students have acquired the reading and writing skills that they are expected to have learned up until the end of Grade 9, as outlined in *The Ontario Curriculum*. The test will identify students who have demonstrated the required skills in reading and writing as well as those who have not demonstrated the required skills and need to do further work. The test will also identify the specific areas in which these students need remediation, as well as system-wide areas for improvement.

2. **What is the test based on?**
   The test is based on the reading and writing skills across subjects in *The Ontario Curriculum* up to the end of Grade 9. These skills are the basis for learning in all subject areas in both elementary and secondary school.

3. **Who is required to write test?**
   All students in Grade 10 who are working towards a secondary school diploma, are required to write the test. Starting in 2001-2002, students who write the test and do not succeed will have to retake the test and complete it successfully in order to obtain their diploma.

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APPENDIX C

4. **Is the Ontario Secondary School Literacy Test a diploma requirement for students who wrote the test in October 2000?**
No. Successful completion of the October 2000 test is not a graduation requirement. Beginning with the October 2001 administration of the test, successful completion of the test will be a requirement for the Ontario Secondary School Diploma.

5. **Will the results from the October 2000 assessment be recorded on a student's Ontario Student Transcript (OST) or Provincial Report Card?**
No. For students who wrote the October 2000 test, results will not be recorded on their official Ontario Student Record (OSR), and both the "Yes" and "No" box will remain blank on the "Completion of Requirements for Graduation" page of the Provincial Secondary Report Card, indicating that is was not a graduation requirement.

The "N.A." box will be checked on the Ontario Student Transcript (OST).

6. **Can students who did not successfully complete the October 2000 test write the test again in future administrations?**
Yes. Although successful completion of the test was not a graduation component for students who took the test in October 2000, students who were not successful may choose to retake it. For any of these students who make the choice to retake the test, the test will then be a diploma requirement and they will be required to pass it to graduate.

For these students who choose to retake the test, the appropriate boxes on the report cards and the Ontario Student Transcripts will be checked.

7. **Why are students writing the test in Grade 10? Why isn't the test administered closer to graduation?**
The test measures reading and writing skills that provide a foundation for success in all secondary school courses. So it is important that the test take place early in secondary school. For

Parent Guide ← Contains conflicting information
→ Della Rollins of EQAO told me Parent Guide Info is wrong out this

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students who are having difficulty with their reading and writing skills, this test provides valuable feedback at an early stage, which will help them strengthen their skills and improve their performance before graduation.

8. **Do the results from the Ontario Secondary School Literacy Test count towards students' regular grades?**
   No. However, starting in 2001-2002, successful completion of the test will become a diploma requirement.

9. **When was the test administered?**
   The test was administered on the mornings of October 11 and 12, 2000. The test was administered for 2½ hours each day, including time for a break on each morning.

10. **Does the Ontario Secondary School Literacy Test interfere with teaching?**
    Assessment is a natural and necessary part of learning and EQAO's province-wide assessments are based on the expectations of the provincial curriculum. As a result, they reinforce and extend the knowledge and skills that students have been working with up until the end of Grade 9.

11. **Are all students expected to participate in the Ontario Secondary School Literacy Test?**
    Starting in 2001-2002, any student working towards an Ontario Secondary School Diploma, who entered Grade 9 in September of 2000 or later, will be required to write and successfully complete the test as a graduation requirement. This will include students in both independent and publicly funded schools.

    The Act to establish the Education Quality and Accountability Office and to amend the Education Act with respect to the Assessment of Academic Achievement states that all students are required to participate in EQAO's province-wide assessments. EQAO's accommodation and deferral policies permit school principals to accommodate or defer individual students with special needs.

12. **What is EQAO's policy on ranking schools and boards?**

EQAO is opposed to ranking schools or school boards. Rankings tell us nothing about why scores are high or low. They invite simplistic and misleading comparisons that ignore the particular circumstances that affect achievement in each school and distract people from addressing the critical issue of how to improve learning for all students.

13. **How does EQAO know if the test is too easy or too hard?**
The test is based on the expectations in *The Ontario Curriculum*. The reading questions and writing tasks are field-tested extensively prior to the full administration with students and teachers from across the province to ensure that they are at an appropriate level of difficulty.

14. **Can school boards or individual students choose not to participate in an assessment?**
No. The legislation that established EQAO (Bill 30) requires all students in publicly funded schools to participate in a provincial assessment. Some students are accommodated or deferred on an individual basis and only for reasons outlined in EQAO's Accommodation Policy. Special education students, unless exempted, are required to participate in provincial assessments. Accommodations are provided according to the student's needs and the EQAO Policy on Accommodations. These include providing extra time, a quiet work place, or assessment tasks in a different format (e.g., Braille text).

15. **Are EQAO materials also available in French?**
Yes. EQAO produces all written materials in French and English, including the *Parent/Guardian Guide*, the *Ontario Secondary School Literacy Test Resource Guide, Support Materials* and the *Individual Student Report*.

Results - October 2000

1. **What are EQAO's two methods of reporting?**
Method 1 shows the percentage distribution of results for all students working towards an Ontario Secondary School

Diploma who were required to write the test, including those who, for whatever reason, did not write (e.g., absent or sick) and those who were deferred. Method 1 excludes those students who were exempted because they are not working towards a secondary school diploma. Method 1 is EQAO's primary method of reporting because publicly funded schools are accountable for the achievement of all students.

Method 2 is an alternative way of presenting the data. Method 2 presents student results as a percentage of students who wrote the entire test. Students who were exempted, deferred or who, for whatever reason, did not write on one or both days are excluded. Schools and school boards may only report results using Method 2 if those results are accompanied by Method 1 results.

In order to successfully complete the test, students must pass two separate components: one for reading and one for writing.

2. **What are the test results?**

English-Language	Method 1	Method 2
Successfully completed	61%	68%
Failed Reading and Writing	13%	15%
Passed Reading/Failed Writing	11%	12%
Passed Writing/Failed Reading	5%	5%
Deferred	3%	—
Absent one or both days	7%	—
Total Students	100%	100%
Total that did not successfully complete the test	29%	32%
French-Language	**Method 1**	**Method 2**
Successfully completed	51%	54%
Failed Reading and Writing	21%	23%
Passed Reading/Failed Writing	16%	17%

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Passed Writing/Failed Reading	6%	6%
Deferred	1%	—
Absent one or both days	5%	—
Total Students	100%	100%
Total that did not successfully complete the test	43%	46%

3. **Is it possible to compare results of English-language students to those of French-language students?**
   No. Comparisons between the results of English-language students and French-language students cannot be made due to curriculum and assessment differences. French-language tests and English-language tests are developed in a parallel process by different writing teams based on their respective curricula.

4. **Who wrote the October 2000 Ontario Secondary School Literacy Test?**
   All Ontario English-language and French-language secondary schools were required to administer the test in October 2000. For this year, independent schools participated on a voluntary basis. In the future, all independent schools that offer programs for the secondary diploma will be required to administer the test.

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	English	French
Eligible to write (Method 1) - excludes exempt students	140,274	5,284
Completed both days of the test (Method 2)	126,415	4,984
Eligible but did not write one or both days	9,103	262
Eligible but were deferred	4,756	38
Exempted (not working towards an Ontario Secondary School Diploma)	1,118	50
Required one or more accommodations	7%	4%

Schools participating	683	72

5. **How did males and females perform on the test?**

English-Language	Females	Males
Didn't write (includes deferred)	8%	10%
Failed both Reading and Writing	10%	17%
Failed Reading and passed Writing	5%	5%
Failed Writing and passed Reading	8%	13%
Passed both Reading and Writing	69%	55%
French-Language	**Females**	**Males**
Didn't write (includes deferred)	5%	6%
Failed both Reading and Writing	16%	28%
Failed Reading and passed Writing	7%	5%
Failed Writing and passed Reading	12%	19%
Passed both Reading and Writing	60%	42%

6. **How did students perform on the three types of reading passages?**

English-Language

Passage	Percentage of questions answered correctly
Literary	69.3%
Graphical	64.8%
Informational	68.9%

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French-Language

Passage	Percentage of questions answered correctly
Literary	55.4%
Graphical	48.9%
Informational	52.3%

7. **What kind of contextual data did EQAO collect concerning students?**

English-Language

Reading

Indicate the types of materials you read in English outside of school most weeks.	Females	Males
Biographies, other non-fiction books	20%	15%
Comics	28%	37%
Web sites, e-mail, chat messages	72%	68%
Letters	57%	20%
Magazines	86%	70%
Manuals, instructions	9%	20%
Newspapers	41%	48%
Novels, fiction, short stories	63%	39%
Poetry, song lyrics	46%	20%
Religious or spiritual readings	14%	9%

Writing

Indicate the types of writing you do in English outside of school most weeks.	Females	Males
E-mail messages, chat-room conversations	80%	78%

Letters, journals, diaries	76%	21%
Notes, directions, instructions	41%	31%
Song lyrics, poems	34%	18%
Stories, fiction	18%	13%

Language	Students
Percentage of students with English as a first language	81%
What language(s) do you speak at home?	
Only English	65%
Mostly English	18%
As often English as another language (or other languages)	9%
Mostly another language (or other languages)	5%
Only another language (or other languages)	2%

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French-Language

Reading

Indicate the types of materials you read in French outside of school most weeks.	Females	Males
Biographies, other non-fiction books	12%	13%
Comics	19%	33%
Web sites, e-mail, chat messages	45%	45%
Letters	45%	16%
Magazines	46%	34%
Manuals, instructions	8%	10%
Newspapers	21%	26%
Novels, fiction, short stories	55%	33%
Poetry, song lyrics	31%	8%

Religious or spiritual readings	7%	4%

Writing

Indicate the types of writing you do in English outside of school most weeks.	Females	Males
E-mail messages, chat-room conversations	52%	59%
Letters, journals, diaries	54%	15%
Notes, directions, instructions	28%	25%
Song lyrics, poems	23%	8%
Stories, fiction	16%	13%

Language	Students
Percentage of students with French as a first language	67%
What language(s) do you speak at home?	
Only French	15%
Mostly French	25%
As often French as another language (or other languages)	29%
Mostly another language (or other languages)	23%
Only another language (or other languages)	9%

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8. **What kind of reporting does EQAO do for the Ontario Secondary School Literacy Test?**
   EQAO reports on student achievement at the individual, school, board, and provincial level.

   Each student who participated in the test will receive an *Individual Student Report (ISR)* that indicates whether or not the student successfully completed the test. For those students who were unsuccessful, the *ISR* will contain detailed feedback that will be used to develop individual plans for remediation. *Individual Student Reports* are confidential and are not released

to the public.

School and board reports provide the aggregated results and aggregated contextual data from the questionnaires for individual schools and boards. Board results will be available on the EQAO Web site beginning March 8, 2001. School results will be posted on the EQAO Web site April 27, 2001. EQAO also reports the aggregated provincial results and other aggregated contextual data in the *Provincial Report on Achievement*. The *Provincial Report on Achievement* will be released in the fall of 2001.

9. **How was the October 2000 trial administration of the Ontario Secondary School Literacy Test useful?**
The October 2000 administration of the test was a trial administration that can be used to further refine logistical and administrative aspects of the test. This year, it was not a diploma requirement. However, information from the October 2000 trial administration can be used to
   - study the results for students who did not successfully complete the test so that immediate action may be taken to implement remediation programs and to prepare students for credentialling administrations.
   - evaluate the policies and procedures associated with distribution, administration, marking, and data analyses.
   - consider issues surrounding non-compliance of students, including non-attendance, blank booklets, illegible writing, and failure to write on topic and on task.

10. **How can I see my school or board results?**
School board results will be available on EQAO's Web site starting March 8, 2001. School results are released locally — either by the school or by the school board no later than April 9, 2001. Starting April 27, 2001, school results from the Ontario Secondary School Literacy Test will be posted on the EQAO Web site.

11. **Why is there no performance information for ESL and special needs populations that wrote the Ontario Secondary School Literacy Test?**

EQAO was unable to gather the information from the October 2000 trial administration that they needed to reliably report on the achievement of these sub-groups. However, valuable contextual data was collected and this will be shared with boards. Analysis of this information will help boards better prepare for the next administration. EQAO will gather the necessary information to report on sub-group achievement in subsequent administrations of the test.

12. **What is the schedule for releasing results?**

Resources	Date	Contents	Availability
Ontario Secondary School Literacy Test Resource Guide	February 28	Technical information to support the interpretation of Grade 10 test results	Sent to schools, boards, and available on the EQAO Web site. Q's and A's also on Web.
Parent/Guardian Guide	February 28	Concise background information with Q's and A's to support the interpretation of the *Individual Student Reports*	Sent to schools for distribution with the *Individual Student Reports*
Board and Provincial Results	March 8	EQAO releases the individual board and provincial results, Q's and A's, *Resource Guide*, and *Parent Guide*	Posted on the EQAO Web site
Contextual Information	March 19	Analysis of the questionnaire data and student information	Posted on the EQAO Web site
Local school-by-school results	April 9	Boards are required to release their school results to their communities	Locally determined
Overall school- by-school results	April 27	EQAO's public release of the school-by-school resultscommunities	Posted on the EQAO Web site

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Test Format

1. **What did the test look like?**
   The five-hour test was divided between reading and writing tasks and interspersed over two days.

   In the reading part of the test, students were asked to read a variety of selections and answer questions about each selection. There were three kinds of questions: short-answer questions, questions that required a brief explanation, and multiple-choice questions.

   In the writing part of the test, students were asked to produce four pieces of writing: a summary, a series of paragraphs explaining an opinion, a news report, and an information paragraph.

2. **How was successful completion of the test determined?**
   To successfully complete the test students were required to pass both the reading and the writing components of the test. Each component was marked separately and the *Individual Student Report (ISR)* indicates whether a student has passed the reading component of the test, the writing component of the test, or both components. Students who were unsuccessful in completing the test received detailed feedback about their results on their *ISR*.

3. **What were students required to do on the reading component of the test?**
   Students were required to read 12 different selections and to answer questions on each selection. The selections included a variety of reading materials that students encounter every day, including the following:
   - Information (e.g., explanations, instructions)
   - Graphic (e.g., schedules, graphs, tables)
   - Literary (e.g., stories, descriptions and dialogue)

4. **What were the reading questions designed to measure?**
   The reading questions measured students' skills in understanding and interpreting information. To pass the reading component, students had to demonstrate their skills in the

following key areas:

- understanding ideas and information stated directly in the reading selection
- understanding indirectly stated ideas and information (making inferences about what the selection means)
- making connections between personal knowledge and experiences and the ideas and information in the reading selections (interpreting meaning)

5. **What were students required to do on the writing component of the test?**
   Students were required to write a summary, a series of paragraphs expressing an opinion, a news report, and an information paragraph. These four different kinds of writing reflect the variety of tasks that are included in the curriculum

6. **What were the writing tasks designed to measure?**
   The writing tasks measured students' skills in communicating ideas and information clearly under timed test conditions. They also had to demonstrate their skills in the following key areas:
   - developing a main idea
   - providing supporting details
   - organizing and linking ideas and information
   - using an appropriate tone for the purpose and intended reader
   - using correct grammar and punctuation
   - using correct spelling

7. **Can the public see what types of questions were on the test?**
   Yes. Sample questions taken directly from the test, along with examples of acceptable student work will be posted on the EQAO Web site, in March 2001. *Support Materials* on the EQAO Web site provide a model of the format of the test and the types of questions that students were asked to respond to.

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English-Language Standard

1. **What is the pass/fail score for the test?**
   The pass/fail score was determined through a process that involved three stages. First, field test papers were scored by educators using the same procedures that would be used in scoring the actual test. Second, without knowing these scores, a standard setting committee comprised of educators and members from the public examined the same sample of tests and organized them into acceptable and unacceptable performances based on their own experience and training provided by EQAO and other assessment experts. This training included a review of the curriculum requirements and how they related to the test. Finally, statisticians determined the pass/fail score that best distinguished the acceptable from unacceptable papers.

   In reading, students received up to two marks per question. The pass rate for English students required that they get 62.5% of the possible marks. The pass rate for French students required that they get 50% of the possible marks.

   In writing, the total score represents a combination of holistic and analytic scores covering a range of writing characteristics. To pass in English students needed 61% of the total possible marks. To pass in French, students needed 56% of the total possible marks.

   For more detailed information on the pass/fail scores and how they were determined please refer to the *Ontario Secondary School Literacy Test Resource Guide*. It is posted on EQAO's Web site.

2. **Who participated in the standard-setting process?**
   The panel was composed of 18 individuals from across the province. Directors of Education nominated educators they believed represented excellence in education. The public members were nominated by both educational and community representatives on the basis of experience with students or graduates of the public system.

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The non-educators on the panel came from western as well as eastern Ontario, the mid-north (Sudbury and North Bay) as well as farther north (Thunder Bay), and from Toronto and surrounding areas. Three were business people, and two worked with social agencies. There was also a homemaker, an arts administrator, a broadcast journalist, and a community college department head. The public education group was made up of five teachers, a consultant and three administrators, with approximately equal representation from Catholic and public schools from across the province.

3. **What are the descriptors of the standards that were developed for the Ontario Secondary School Literacy Test?**

Reading:
Students who did not pass the reading component
The student reads with limited accuracy and proficiency:

- demonstrates limited understanding of directly stated information
- rarely connects relevant ideas and information to understand the meaning
- has difficulty integrating personal knowledge and experience to extend memory

Students who did pass the reading component
The student reads with reasonable accuracy and proficiency:

- demonstrates understanding of directly stated information
- usually connects relevant ideas and information to understand the meaning
- has moderate success in integrating personal knowledge and experience to extend meaning

Writing:
Students who did not pass the writing component
The student has difficulty communicating in writing:

- demonstrates limited skill in developing, organizing, and connecting main ideas with supporting information
- writes in a limited variety of forms and finds it difficult to

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complete such tasks as a summary, an opinion piece, news report, and informational paragraph
- uses inappropriate or incorrect words and sentence structure
- makes errors in spelling, grammar, and punctuation that impede meaning

Students who did pass the writing component
The student communicates in writing:
- demonstrates an ability to develop, organize, and connect main ideas with some supporting information
- writes in a variety of forms such as summary, opinion piece, news report, and informational paragraph
- generally uses appropriate words and sentence structure
- generally does not make errors in spelling, grammar, and punctuation that impede meaning

4. **How are the standards for this test different from the Ministry Level 3 standard set for each specific subject?**
The Ontario Secondary School Literacy test is not exclusively a test of English-Language or French-Language arts. It measures reading and writing skills that are not solely subject-specific. The purpose of the provincial literacy test is to determine whether or not students have acquired essential reading and writing skills across all subjects of the curriculum up until the end of Grade 9. As a result, the standards developed are unique to the test and are used to determine the difference between successful and unsuccessful completion of this test.

In comparison, the Ministry standard of Level 3 is not used to determine whether a student was successful or unsucessful in a particular subject. It is not the pass/fail level.The desciptions of Level 3 reflect the provincial standard for student achievement in specific subjects. This is a "high level of achievement" in the 70-79% range.

5. **Is the standard low or high? Should all or almost all students be able to meet it?**
The standard reflects essential reading and writing skills that

students are expected to have acquired by the end of Grade 9. By Grade 10, and certainly by the time they finish high school, all students working towards a secondary school diploma should be able to demonstrate these essential skills. Students who are successful on this test are expected to continue to build and improve the skills that they have demonstrated on the test.

6. **Will the standard be changed before the next administration of the test?**
   No. The standard that was established for this test will be applied consistently from year to year.

7. **Are the documents from the standard-setting process available to the public?**
   EQAO has published a full-length paper by Dr. Robert Wilson, a professor at Queen's University, on the process that was used in June 2000 to establish the standard. A copy of the paper is in the Appendix of the *Ontario Secondary School Literacy Test Resource Guide*. A description of the standard-setting process is available on the EQAO Web site, www.eqao.com.

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Reading the Individual Student Report (ISR)

1. **Why do students who failed the test need feedback?**
   The purpose of the Ontario Secondary Literacy Test is to determine whether students have acquired certain essential reading and writing skills. Test results are reported on a pass/fail basis. Students who do not obtain a pass in reading and/or writing receive detailed feedback so that they can work with their teachers to improve their skills.

2. **What can a parent do to assist their child if he or she is not successful on the test?**
   - Discuss the information from the *Individual Student Report* with the student.
   - Speak with the student's teachers and/or principal to determine how much progress the student has made

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since the test took place in October 2000 and to discuss what can be done at home to reinforce those reading and writing skills that require attention.

3. **What does the feedback on the *Individual Student Report (ISR)* tell about the reading skills of students who did not pass the reading component of the test?**
   For students who did not pass the reading component, feedback is provided on six different aspects of their performance on the test. The first three of these measures are based on the type of reading selections on the test. This feedback indicates whether students have shown relative strength or weakness dealing with literary, informational or graphical selections. The other three measures assess performance on questions demonstrating three fundamental reading skills. These skills include the ability to understand ideas and information directly stated in the text, the ability to understand ideas and information indirectly stated in the text, and the ability to connect information in the text to personal knowledge and experience.

4. **What does the feedback on the *ISR* tell about the writing skills of students who did not pass the writing component of the test?**
   Students who were not successful on the writing portion of the test are provided two kinds of feedback. The first table describes student work on each of the four tasks. This section addresses whether the task was attempted, whether the work was consistent with the tasks as required and why, in some cases, there was not sufficient information to report. This feedback tells the student whether or not they attempted each task, whether their work was legible, whether their work was on topic, and whether the student addressed the task they were required to do.

   The second section describes the student's written work in terms of six characteristics: main idea, supporting details, organization, tone, grammar and punctuation, and spelling. If students who were unsuccessful wrote on task and on topic, their work was marked during phase-two, analytic marking, in terms of those six characteristics. Unless the student completed

at least three tasks assigned, reliable feedback could not be provided for this section. Students with two or more tasks left blank or whose work was deemed non-compliant received the comment "Insufficient work to mark."

5. **Who is responsible for the remediation programs for students who did not successfully complete the test?**
   Although students that wrote the October 2000 administration and who did not complete the test successfully will not have to retake the test, school boards are required to provide remedial assistance for them. Students who were not successful should use the feedback from the *Individual Student Report (ISR)* to discuss with their teachers which skills require improvement.

6. **Can students or parents request to have their test results reviewed?**
   No. Since the October 2000 administration of the test was a trial administration, students or parents cannot request a review of their test results.

7. **Does EQAO release individual student work or individual results to the public after the assessment?**
   No. Individual student work and results are strictly confidential. Each student's assessment booklets and his or her *Individual Student Report (ISR)* are confidential. A copy of their literacy test report will be kept in the school for one year for purposes of planning for remediation and at the end of this time the school will dispose of it.

8. **The writing feedback on my child's *Individual Student Report (ISR)* seems very positive. How could my child have failed?**
   Full marks were only awarded to pieces of writing that specifically addressed the task as requested. The most common reason why students failed the writing component of the test was, at least in part, a result of one of the following:
   - leaving one of the requested writing tasks blank;
   - providing writing that was off topic; or
   - providing writing that did not follow specific instructions related to the form or length requested.

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In such cases, corresponding comments such as, "not marked: off topic," "not marked: didn't follow instructions," or "partial marks assigned: some instructions not followed" appeared in the table showing the degree to which each piece of writing was marked. As a result, a student could have produced quality writing on some pieces that resulted in positive feedback. However, it may not have been enough to bring up the overall mark up to a passing level.

9. **The reading feedback on my child's *Individual Student Report (ISR)* seems very positive. How could my child have failed?**
It is unusual, but not impossible, for a student to receive several "acceptable" scores but still fail the reading component of the test. The feedback section reports on each of the three reading skills and the three types of reading texts as either "acceptable," "weak," or "very weak." To pass the reading component of the test, students must answer enough questions correctly to have an overall score that is higher than the pass score for reading.

   For example, a student may have received "acceptable" on questions related to graphic texts and literary texts, and a "weak" score on questions related to information texts. In this case, the feedback reflects a situation where the student may have answered enough questions correctly to receive an "acceptable" rating on the graphic and literary texts, but did not answer enough questions related to the information texts correctly to have an overall score that is above the pass score for reading.

   A situation such as this would suggest that the student was close to the overall reading pass score and that they would likely want to focus efforts on reading and understanding the type of texts for which they received a "weak" score.

Marking

For more details regarding the marking of the Ontario Secondary

School Literacy Test, please consult EQAO's *Ontario Secondary School Literacy Test Resource Guide*.

1. **Who marked the tests?**
   The test was scored by practising or retired teachers and other qualified individuals from outside the education profession. The reading component involved multiple-choice questions as well as written responses that were scored by the markers using an answer key. The more complex writing component was scored by teacher markers who were required to look at each piece of the writing as a whole and at certain skills students demonstrated across the four pieces of writing. All markers were trained and supervised by EQAO assessment staff.

2. **Why did some non-educators mark the reading component of the test?**
   EQAO was short of the number of markers required to mark the reading component of the test. As a result, EQAO engaged a number of non-educator markers. These individuals were carefully screened and were required to have an undergraduate degree and English as a first-language level of fluency. They were, as all markers were, thoroughly trained and monitored for reliability. Non-educator markers only marked the reading component of the test, and were provided with answer keys.

3. **How was the reading component of the test marked?**
   The reading component involved multiple-choice questions as well as written responses that were marked by markers using an answer key. To ensure fairness to students, portions of each student's work were marked by different markers. These scores were added together to come up with a final reading score. In cases where a student's work was close to the pass/fail line, the work was remarked by a different set of markers.

4. **How was the writing component of the test marked?**
   The writing component was scored by teacher markers who looked at each piece of writing as a whole. In cases where the work was below the pass/fail line, markers then double-checked the results by marking six writing characteristics in each of the four pieces of writing. To ensure fairness to students, each

written task was marked by different markers.

5. **If students skipped one or more writing tasks, or submitted work that was not consistent with what was requested, what impact did this have on their writing score and their chance of being successful?**
   The importance of reading carefully and following the instructions was emphasized in the *Support Materials*, in the test orientation sessions, and in the actual test instructions. Some students did not pass in reading and/or writing because they failed to follow the instructions. In reading, for example, some students left answers blank or did not address the question. In writing, some students failed to submit one or more of the four required pieces of writing or they submitted written work that was incomplete. In writing, some students produced work that was off topic or off task. As a result, these students were only awarded partial marks. Failure to follow instructions reduced a student's chance of passing the writing component of the test and, in turn, successfully completing the test.

⬆

School and Board Reports

Test results should be used to improve learning and teaching. EQAO strongly discourages the misuse of test scores to rank schools or boards.

1. **When will schools and Boards report the achievement results?**
   Schools and Boards have until April 9, 2001 to report school and Board results to parents and their local communities.

2. **What if my school or Board refuses to release school results?**
   School and Board results must be made available to any member of the public upon request after April 9, 2001. EQAO will post school results on the EQAO Web site starting April 27, 2001.

10-32

3. **Will EQAO be releasing school results?**
   Yes. EQAO will post school results on the EQAO Web site starting April 27, 2001.

4. **Can Boards or schools change the data in their reports?**
   No. The data provided by EQAO must not be altered in any way, although schools and Boards are free to use graphs, tables, and charts. Schools and Boards must release all of the information provided by EQAO and in particular must present the results using Method 1. Schools and Boards have the option of also presenting results using Method 2.

5. **How does EQAO ensure that an individual student's results may not be inferred from school and Board results?**
   EQAO has made every effort to ensure that the aggregated school and Board results reported to protect the identity of individuals. To this end, we have established strict rules:

   School Results
   School achievement results are provided only if there are at least five students who wrote the test.

   Board Results
   Board achievement results are provided only if there are at least two schools with achievement results reported to them.

6. **How do schools and Boards use the assessment information?**
   It is useful for Boards to analyze their results in terms of the provincial results and for schools to analyze their results, both in terms of the provincial results and the Board results. School Boards and schools can use this approach to determine relative strengths and weaknesses in their students' achievement and to address Board- and school-level remediation efforts.

Accommodations, Exemptions, and Deferrals

10-31

1. **How does EQAO ensure that assessments do not discriminate against certain groups?**
   All EQAO assessment materials are reviewed by educators and experts to ensure that they are fair, appropriate, and free of bias.

2. **What is an accommodation?**
   An accommodation includes the supports and services required by the student with special needs to demonstrate competence in the skills being measured by the test. An accommodation may change the way the test is administered or responded to by the student but does not change what the test is designed to measure or the meaning and validity of the test results.

3. **Who was eligible for the accommodations listed for the October 2000 administration of the test?**
   A student with special needs was eligible if he or she had an Individual Education Plan (IEP) that clearly described the accommodation required to demonstrate competence in the skills being measured by the test. The accommodation was required to conform to the definition of "accommodation" in the policy and procedures and must not have altered the meaning and validity of test results.

   A student did not have to be identified as exceptional by an Identification, Placement, and Review Committee (IPRC).

4. **What constituted an accommodation under EQAO's Accommodation Policy?**
   Accommodations included the following:
   1. Setting: providing students with an individual or small-group setting in a separate location or familiar space, an individual study carrel, special lighting, or adaptive equipment
   2. Timing: additional time for the test but no more than double the time
   3. Breaks: periodic supervised breaks
   4. Prompts: to draw the student's attention back to the test
   5. Braille version of the test
   6. Large-print version of the test

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7. Coloured paper or overlays
8. Electronic version of the test
9. American Sign or other Signed Language or oral interpreter with instructions
10. Assistive devices and technology, such as a Kurzweil reader, speech synthesizer, Bliss board, voice-to-text software
11. Audiotaped version of the test
12. Verbatim scribing or audiotaping of responses
13. Computer or word processor for responses

For the Writing component of the test only:

14. Verbatim reading of writing prompts and accompanying texts

5. **What is the policy on deferrals for the Ontario Secondary School Literacy Test?**
Deferrals are intended for students who have not yet acquired a level of proficiency in English to successfully complete the test. Such students could include students who have been identified as exceptional, students registered in ESL/ELD courses and students who were not successful in achieving the reading and writing skills appropriate to the end of Grade 9. Deferrals may also be granted for students who are unable to write the test during the scheduled administration due to illness, injury, or other extenuating circumstances (documentation is required in these cases).

Deferrals are granted to students on an individual basis. Requests for deferrals must be made to the principal by a parent or an adult student. Students who are granted deferrals may be deferred only to the time of the next scheduled test. Repeated deferrals are a possibility but must be made for each subsequent administration. For more details please consult the Ministry of Education's Policy/Program Memorandum No. 127.

Students that were deferred from the October 2000 administration are not required to write future administrations of the test.

10-33

6. **What is the policy on exemptions for the Ontario Secondary School Literacy Test?**
   To be eligible for an exemption, students must have an Individual Education Plan (IEP) that includes documentation to support the exemption and clear indication that the student is not working towards an OSSD. Parents and the principal must consent and approve the exemption. For more details please consult the Ministry of Education's Policy/Program Memorandum No. 127.

   Students who were exempted from the October 2000 administration cannot write future administrations of the test.

Information | Publications | Elementary | Secondary | National/International | School Board Action Plans | Applications | Main Page | Site Map

Last Updated: 03.19.2001

03. 20. 2001

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#11

Approved for distribution by the Director.
Signature: [signature]
March 30/01

The Hamilton-Wentworth District School Board

To: Merv Matier, Director of Education and Secretary

From: Ken Bain, Superintendent of Education

Re: Report of the Elementary Administrative Deployment Committee

Date: April 5, 2001

Recommended Action:

Moved by_____that the following criteria and weighting factors be approved and used to allocate elementary principals and vice principals:

Criteria	Weighting Factors
March 31st Total School FTE Enrollment	1.0
March 31st Grade 6-8 FTE Enrollment	0.5
Enrollment in Behavioural Classes	3.0
Enrollment in Autistic and Comprehensive Classes	2.0
Enrollment in Developmentally Delayed and Multiple Classes	1.0
Enrollment in all other Special Classes	0.5
Number of Transported Students	0.05
March 31st Total School FTE Enrollment High Needs Compensatory Education Schools	0.2
March 31st Total School FTE Enrollment Moderate Needs Compensatory Education Schools	0.1

I would like to express my appreciation to the following elementary principals and vice principals from my Principal Advisory Team for their commitment and professional approach to the committee's mandate:

Name	Assignment
Gord Cook	Principal - Chedoke
Barb Francis	Principal – Spencer Valley/Greensville
Kevin Heer	Vice Principal – Adelaide Hoodless
Gord Lister	Principal – Mount Hope/Bell-Stone
Diane Page	Principal – Mount Albion
Halina Sims	Principal - Centennial
Ursula Spriggs	Vice Principal – Dundas District

The committee's mandate was to recommend criteria and weighting factors for the deployment of elementary principals and vice principals. The process involved:

- reviewing the criteria used in other boards and by our board in May 2000
- reviewing the delegation report from the R.L.Hyslop School Council
- receiving an oral presentation by a parent on the R.L. Hyslop School Council
- developing criteria and weighting factors that would be used in our board in May 2001
- presenting the criteria and weighting factors to Executive Council for review and approval

In particular, the committee reviewed the criteria used by the following school boards:

- Hamilton-Wentworth (May 2000)
- Hamilton-Wentworth Catholic
- Ottawa-Carleton
- Waterloo
- Niagara
- Upper Grand
- Grand Erie
- Peel

Generally, the other boards used total school enrollment as the sole criteria. Some of the other boards used special education enrollment/classes, middle school enrollment and the nature of the school community as other less critical criteria.

Rationale:

The role of the principal today is indeed complex and demanding. The principal is key to the improvement of student performance in our schools and he/she will fulfill an important leadership role as our board implements its strategic directions. Principals have a number of statutory duties outlined in the Education Act and regulations and must possess and demonstrate a wide range of skills and leadership competencies. Committee members drew upon their many years of experience as elementary school teachers and administrators in preparing their recommendations to apply the following general criteria to the deployment of elementary principals and vice principals:

- Total enrollment
- Middle School enrollment
- Special Education classes
- Transportation
- Compensatory Education

Once the Board has approved the criteria and weighting factors, the Committee will

- apply the criteria
- review the existing twinned and unit schools
- recommend the deployment of elementary principals and vice principals to Executive Council for review and approval

#12

Approved for distribution by the Director.
Signature: [signature]
Date: March 30/01

The Hamilton-Wentworth District School Board

M e m o

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources

Date: April 1, 2001

Re: **Staffing Report – Full-Time Equivalent Positions**

Recommended Action:

Moved by: _____

That the March, 2001 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of March, 2001.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

	2000 ACTUALS				2001 ACTUALS								2000/2001 Approved
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	F.T.E.
Teachers - Elementary	2,011.30	2,073.70	2,073.70	2,073.70	2,073.70	2,074.70	2,074.70						2,075.00
Teachers - Secondary	1,243.34	1,243.34	1,243.34	1,243.34	1,243.34	1,225.64	1,225.64						1,247.00
Teacher Assistants	392.00	420.00	420.00	420.00	420.00	420.00	421.00						421.50
Professionals & Paraprofessionals	116.80	116.80	117.30	117.30	117.30	117.30	117.30						117.30
School Administration	411.93	411.93	411.93	411.93	411.93	411.93	411.93						410.93
Consultants & Special Assign. Tchrs.	33.00	34.00	34.00	34.00	34.00	34.00	34.00						34.00
Board Administration & Governance	152.00	152.00	152.00	152.00	152.00	153.00	153.00						153.00
School Operations	481.75	481.75	481.75	481.75	481.75	481.75	481.75						480.88
Continuing Education	4.87	4.87	4.87	4.87	4.87	4.87	4.87						4.87
Transportation	1.25	1.25	2.25	2.25	2.25	2.25	2.25						2.25
Total Full Time Equiv. Positions	**4,848.24**	**4,939.64**	**4,941.14**	**4,941.14**	**4,941.14**	**4,925.44**	**4,926.44**						**4,946.73**
Staff on Loan (recoverable)	15.38	16.38	16.38	16.38	16.38	16.23	16.23						

Prepared by Human Resources - April 1, 2001

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GOVERNMENT DOCUMENTS

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EDUCATION COMMITTEE
Thursday, May 3, 2001

7:00 p.m.	**A G E N D A**	**7:00 p.m.**
1.	Call to Order	E. Johnstone
2.	Approval of the minutes of April 5, 2001	
3.	Business Arising from the Minutes	
4.	Approval of Agenda	
PRESENTATION		
5.	Science Olympics	K. Croxall
ACTION ITEMS:		
6.	Principal/Vice-Principal Selection – Principal Competencies	N. Campbell
7.	Draft Policy Against Harassment	N. Campbell
8.	APOLLO Program	C. Reid
9.	Update - Antiracism and Ethnocultural Equity Policy	C. Reid
10.	Update on Psychological Services Review	M. Botting
11.	Staffing Report – Full Time Equivalent Positions	D. Grant

CORRESPONDENCE:
Nil.

DISTRIBUTION:
Nil.

12. Public Questions for Clarification

Future Meetings:		
Business Committee	May 10, 2001	7:00 p.m.
Board	May 24, 2001	8:00 p.m.
Special Education Advisory Committee	May 30, 2001	7:00 p.m.

MINUTES OF THE EDUCATION COMMITTEE
APRIL 5, 2001

Those present: Eleanor Johnstone (Chair), Judith Bishop, Robert Barlow (arrived at 7:08 p.m.), Wes Hicks (arrived at 7:06 p.m.), Lillian Orban, Ian Thompson, Bruce Wallace, Reg Woodworth and Ray Mulholland.

Regrets: Wayne Marston and Laura Peddle.

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services), K. Bain (Superintendent of Education – County West), E. Bond (Superintendent of Education – Secondary East), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), P. Gillie (Superintendent of Education – Mountain East), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

Also in attendance: D. Russon, Manager of Human Resources.

1. Call to Order

The Chair called the meeting to order at 7:00 p.m.

2. Approval of the Minutes of February 1 and March 1, 2001

It was moved by L. Orban: That the minutes of February 1 and March 1, 2001 be approved.
CARRIED.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

Added Item:
13. Students Attending School Half Time – J. Bishop
It was requested that Item 12 be considered after Item 6.

It was moved by J. Bishop: That the agenda be approved as amended.
CARRIED.

ACTION ITEMS:

5. Hamilton Public Library Board Appointments

It was moved by R. Woodworth: That Anita Culley and Glen Whitwell represent this Board on the Hamilton Public Library Board.

R. Mulholland advised that four applicants were interviewed by him and E. Johnstone, noting their unanimous decision on the recommended action. He then provided the following information: G. Whitwell is currently the Chair of the Haldimand-Norfolk Library Board and also involved with the Saltfleet Library. A. Culley is a Library Assistant at McMaster University and has a child enrolled in our system. Although young and a newcomer, Ms. Culley has displayed enthusiasm to represent our board.

To the motion, **CARRIED**.

[W. Hicks joined the meeting at 7:06 p.m. and R. Barlow at 7:08 p.m.]

5. School Council Policy

C. Reid presented the report, drawing attention to the suggested revisions by the Joint Advisory Committee.

It was moved by B. Wallace: That the draft School Council Policy be approved and recommended for adoption by the Board.
Policy Statement: It is the policy of The Hamilton-Wentworth District School Board to establish and to maintain a School Council in every school of the Board, in order to promote and improve student learning through ongoing valued parental, staff and community input. The Board will assist School Councils to establish and to maintain a district-wide representative assembly.
CARRIED.

6. Proposed 2001-2002 School Year Calendar

Prior to reviewing the report, P. Gillie introduced Phil DiFrancesco, Superintendent of Operations/Education at The Hamilton-Wentworth Catholic District School Board, with whom she worked closely in the development of a school year calendar common to both public and Catholic Boards. She then thanked the members of the Calendar Committee for their efforts.

It was moved by R. Woodworth: That the following recommendations in the Report re Proposed 2001-2002 School Year Calendar be approved:

(a) **That the proposed 2001-2002 Elementary School Year Calendar be approved for the Elementary Schools in The Hamilton-Wentworth District School Board (Appendix B).**
(b) **That the proposed 2002-2002 Secondary School Year Calendar be approved for the Secondary Schools in The Hamilton-Wentworth District School Board (Appendix C).**
(c) **That, subject to Regulation 304 and any direction of the Minister of Education, the 2002-2003 School Year Calendar be developed by the Joint Calendar Advisory Group and adhere to the two-year parameter determined with the 2001-2002 Calendar.**

R. Mulholland surfaced a correspondence from the Hamilton-Wentworth Elementary Teachers' Local (HWETL) relative to concerns regarding the last day of school.

There was understanding among the members that administration will be looking into this issue.

To the motion, **CARRIED, 9 IN FAVOUR, 1 OPPOSED.**

8. Report of the French Immersion Advisory Committee

K. Croxall presented the report, noting a further report on the review of some major concerns will be brought back to the Education Committee either next month or in June.

Expressing her support,

It was moved by J. Bishop: That The Hamilton-Wentworth District School Board refer the report of the French Immersion Advisory Committee to administration for further action in conjunction with a review of the French Immersion program delivery model.

K. Croxall clarified for L. Orban that one of the key issues will be looking at the delivery model, noting our board has this programming at SK to Grade 2. The program opportunities (based on the Ontario Curriculum) expected from the Ministry of Education will facilitate aligning our system programming.

To the motion, **CARRIED**.

9. Verbal Report re Outward Bound Program

J. Wibberley noted this report was in response to J. Bishop's concerns, particularly the $500 fee charge. He said this is a full-credit programming offered for one semester through Physical Education. The fee system for the Outward Bound program is similar to the many school trips run by our board.

Affirming that the $500 fee could dissuade students from applying for this program, J. Wibberley advised that, based on his discussion with the principal of Waterdown School, several initiatives are in place to help those students requiring financial assistance (e.g. extensive sponsorship with Canada Trust plus several other subsidy sources being explored).

When J. Bishop attempted to ask further questions relative to policy issues about how new programs are approved, the Chair ruled that the agenda item had been addressed and suggested J. Bishop raise other concerns directly with J. Wibberley.

It was moved by B. Wallace: That the verbal Report re Outward Bound Program be received for information.

To the motion, **CARRIED, 7 IN FAVOUR, 2 OPPOSED, 1 ABSTAINED.**

10. Progress Report and Future Plans re The Ontario Secondary School Literacy Test

In reviewing the report, E. Bond emphasized that the primary purpose of this assessment is to improve student learning and performance rather than comparisons.

Responding to L. Orban, E. Bond affirmed there were testing exceptions which included those special students whose parents chose they not participate.

E. Bond explained for W. Hicks that all Grade 10 students had gone through the same testing process, noting accommodations were extended for special cases.

It was moved by L. Orban: That the Progress Report and Future Plans re: The Ontario Secondary School Literacy Test be received for information.
CARRIED.

[At this point, W. Hicks left the meeting.]

11. Report of the Elementary Administration Deployment Committee

In reviewing the report, K. Bain emphasized that this deployment process is only applicable for the elementary panel. Acknowledging the committee members' efforts, he noted that the committee has been trying to capture the formula for student population in the schools, including the challenged and special education children.

K. Bain explained further that with respect to learning opportunities, the elementary schools were divided into three tiers. He added that the concerns raised at the Board by a delegation from R. L.

Hyslop School had been considered. Executive Council supported the criteria and weight factors developed by the committee. Upon Board approval, the committee will reconvene and do further calculations based on the criteria for principal/vice-principal allocation and develop a report for consideration by administration. A report regarding a September 2001 implementation will be forthcoming to the Board either in May or June 2001.

B. Wallace commended the work of the committee. Noting the criteria/weight factors as quite objective and covering various factors other than enrolment, he suggested that these be incorporated into a policy.

It was moved by B. Wallace: That the following criteria and weighting factors be approved and used to allocate elementary principals and vice-principals:

Criteria	Weighting Factors
March 31st Total School FTE Enrollment	**1.0**
March 31st Grade 6-8 FTE Enrollment	**0.5**
Enrollment in Behavioural Classes	**3.0**
Enrollment in Autistic and Comprehensive Classes	**2.0**
Enrollment in Developmentally Delayed and Multiple Classes	**1.0**
Enrollment in all other Special Classes	**0.5**
Number of Transported Students	**0.05**
March 31st Total School FTE Enrollment High Needs Compensatory Education Schools	**0.2**
March 31st Total School FTE Enrollment Moderate Needs Compensatory Education Schools	**0.1**

J. Bishop believed there were other significant areas that should have been included in the criteria. Her specific concerns were noted as follows:

- The first criteria did not permit for proper counting of JK/SK students.
- Actual enrolment figures are more helpful than full-time equivalent (FTE).
- There was no weighting criteria for English-as-a-Second Language (ESL) students despite the considerable involvement with community agencies (e.g. refugees).
- A weighting factor of 0.2 was inadequate for high needs compensatory education schools.

J. Bishop signified her intention to refer the report back to the committee to reconsider the concerns she raised.

L. Orban believed that, when considering efficiency of the schools, it is the teaching staff who make the learning process work, noting the deployment criteria outlined in the report seemed to weigh more on the principals. She stated further that deployment should include all efforts in helping the students and noted she would like to see more learning resource teachers in this area.

In response to questions, K. Bain offered the following clarifications:

- The principals believed that assigning FTE was a valid approach. It was concluded as well that JK/SK students do not present as pressing needs as the older students.
- Based on the committee's collective experience, a weighting factor of 0.5 was assigned for Grade 6-8 since the demands on a principal/vice-principal's time in middle schools are greater than in junior schools.
- In terms of 0.2 for high needs compensatory education schools, the figure was for total school FTE enrolment. For example, a school of 200 students would provide a large number of points (vis-a-vis behavioural students) and this was determined as reasonable. If all these were totalled

and 400 JK/SK children with high needs were at a compensatory education school, it would get higher additional points in various areas – these students are being considered in more than one line.

- The review of special needs students was based on cultural approach of the predecessor Boards. There was consensus that it would be best to recognize the special classes rather than making judgmental conclusions.
- The scope of the committee's work/responsibility was determined by a Board motion, particularly to make this issue administrative with input from stakeholders.

It was moved by J. Bishop: That the Report of the Elementary Administration Deployment Committee be referred back to the committee to reconsider some of the factors raised at this meeting.

To the referral motion, **LOST, 3 IN FAVOUR, 5 OPPOSED, 1 ABSTAINED.**

To the motion, **CARRIED, 7 IN FAVOUR, 1 ABSTAINED**.

12. Staffing Report – Full Time Equivalent Positions [This item was considered after item 6.]

D. Russon presented the report, noting the Teacher Assistant line reflected the addition of one Educational Assistant position.

It was moved by B. Wallace: That the March, 2001 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

In reply to L. Orban's questions regarding staff absenteeism and student drop-out information, D. Russon offered the following clarifications:

- The SEMS program has been facilitating the tracking/reporting of teacher absenteeism. By September 2001, information will be generated for all staff, except CUPE, as this employee group will not be using the SEMS system.
- Enrolment data (including drop-out statistics) is generated through the Budget Department.

To the motion, **CARRIED**.

It was moved by L. Orban: That a report on absenteeism for teaching staff, including occasional supply teachers, be brought to the September 2001 meeting of the Education Committee.
CARRIED, 4 IN FAVOUR, 2 OPPOSED, 3 ABSTAINED.

13. Students Attending School Half Time – J. Bishop

Noting this issue impacts on transportation, J. Bishop inquired how many special education students are not attending school full time and how many are at school half time.

Acknowledging there has been ongoing procedure in dealing with these exceptional students, M. Botting advised that last fall M. Powell, Manager of Social Work Services, drafted a procedural form which was considered at Executive Council. This form, which is expected to streamline the process, will be finalized and used throughout the system for the next school year.

J. Bishop asked to see the form once it is finalized.

M. Botting clarified that, although she knew about the special students not regularly attending school, she could not provide current information on the number of these students because their

circumstances may have changed to date (including some transportation issues involved). J. Bishop requested that further information be provided at the next meeting.

[B. Wallace left the meeting at 8:09 p.m.]

CORRESPONDENCE:
Nil.

DISTRIBUTION:
Nil.

Public Questions for Clarification
Nil.

Adjournment:

It was moved by R. Woodworth: That the meeting be adjourned, this being done at 8:10 p.m.
CARRIED.

rt

A C T I O N I T E M S

EDUCATION COMMITTEE
2001 05 03

#6

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Approved for distribution by the Director.
Signature: [signature]
Date: 26/04/01

MEMORANDUM

TO: Merv Matier, Director of Education

FROM: Nora Campbell, Superintendent of Education

DATE: April 19, 2001

RE: ***Principal / Vice Principal Selection – Principal Competencies***

RECOMMENDED ACTION

Moved by _____, that the "draft" Principal / Vice-Principal Competencies replace the competencies currently used in the promotion process, and that they be forwarded to the Joint Advisory Committee.

BACKGROUND

In June and November of 1998, the board approved an "interim" promotion process for school administrators. Briefly, "the process" includes the following components:

1) a posting
2) an information session
3) Application Package:
   - letter of application 20%
   - resume 40%
   - Readiness Assessment Summary 40%
4) Interview
5) Board Approval

Currently, candidates are evaluated on a set of eleven "competencies". The Principal/ Vice-Principal Selection Committee is recommending a new set of "competencies" as a result of examining:

- recommendations from LEIC Committees
- materials from other Boards of Education
- recent research in school leadership
- an examination of the "principal profiles" submitted by school councils

As indicated in the attached document, the Committee would like to recommend that competencies for School Administrators be consolidated under four major areas: personal leadership; interpersonal leadership; instructional leadership; and organizational leadership.

In the short term, these competencies would be used in the "interim" promotion process until such time as the Committee can recommend a new process.

The names of Committee members are appended.

Attch.

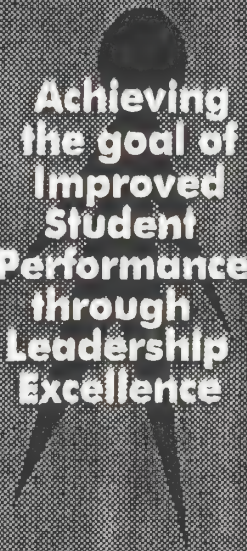
The Hamilton-Wentworth District School Board

PRINCIPAL / VICE-PRINCIPAL SELECTION POLICY COMMITTEE

MEMBERSHIP LIST

NAME	POSITION	TELEPHONE	E-MAIL	FAX
Stella Green-Gibson Committee Chair	Vice-Principal	522-1387	stgibson@ hwdsb.on.ca	521-0542
Marilyn Forster	Principal	387-0062	mforster@ hwdsb.on.ca	387-6170
Dave Hutton	Principal	388-2521	dhutton@ hwdsb.on.ca	388-0510
Judy Popov	HWETL	318-2771	hwetl-vpe@ interlynx.net	318-2550
Wilma MacNeil	OPEIU	529-2777		529-1905
Jon Sims	Principal	549-3031	jsims@ hwdsb.on.ca	312-0414
Kathy Dubecki	Human Resources	X 2218	kdubecki@ hwdsb.on.ca	521-2543
Dave Repchuk	Principal	544-3379	drepchuc@ hwdsb.on.ca	544-2800
Wayne Joudrie	Superintendent	X 2323	wjoudrie@ hwdsb.on.ca	521-2537
Ken Bain	Superintendent	X 2622	kbain@ hwdsb.on.ca	521-2537
Nora Campbell	Superintendent	X 2674	ncampbell@ hwdsb.on.ca	521-2507

Principal Leadership



Achieving the goal of Improved Student Performance through Leadership Excellence

The Hamilton-Wentworth District School Board

Competency Model

Personal Leadership

- Achievement Orientation
- Action Orientation
- Continuous Growth
- Creativity
- Equity Perspective
- Integrity
- Self-Knowledge
- Systems Thinking

Interpersonal Leadership

- Coaching
- Communication
- Conflict Management
- Decision-Making
- Problem-Solving
- Relationship Building

Organizational Leadership

Operations

- Financial Management
- Health and Safety
- Human Resource Management
- Information Management
- Physical Plant Management
- Regulations/Policies/Procedures
- Time Management

Strategic Focus

- Change Management
- Political/Social/Legal Responsibilities
- School and Community Partnerships
- Technological Learning

Instructional Leadership

Learning Organization

- Community Development
- Culture Management
- Diversity Commitment
- Empowerment
- Team Leadership
- Vision Building

Student Performance

- Instruction
- Monitor and Review
- Special Education
- Staff Development
- Student Evaluation and Assessment
- Student Performance Improvement Planning

Personal Leadership

Dimension Components	Levels of Performance			
	Level I	**Level II**	**Level III**	**Level IV**
	Demonstrates a basic range of leadership practices.	*Acquires, uses, and experiments with a rapidly increasing range of leadership practices.*	*Expands range of leadership practices to share power and responsibility with consistent ease and success.*	*Demonstrates accomplished leadership behaviours that reflect effective, current, and new leadership practices.*
Achievement Orientation *The ability to maintain focus, attain high levels of performance, and achieve quality results.*	▸ demonstrates a commitment to excellence in own performance ▸ seizes opportunities ▸ assumes personal responsibility for task accomplishment ▸ seeks feedback to improve performance	▸ works persistently toward agreed-upon goals despite opposition, distractions, and setbacks ▸ consistently recognizes and takes advantage of opportunities to further goals and objectives ▸ anticipates personal and external obstacles ▸ knows when and where to seek help	▸ puts high priority on getting results and displays accountability for these results ▸ bench marks results against external standards ▸ develops and implements long-range plans ▸ evaluates all possibilities for success	▸ benchmarks personal results against internal and external standards ▸ coaches others to reach high levels of achievement
Action Orientation *The inclination and ability to translate concepts and/or needs into concrete change processes.*	▸ recognizes need for improvement ▸ works to meet a set of predetermined standards ▸ demonstrates a propensity to act without prompting	▸ acts decisively on own authority when timely action is needed ▸ sets challenging goals ▸ is persistent in overcoming obstacles	▸ takes calculated risks to move initiatives forward ▸ acts decisively even in uncertain, difficult or unpopular situations ▸ takes initiative to enhance job results, prevent problems and find creative solutions	▸ acts decisively and makes sound judgements in all situations ▸ anticipates opportunities to avoid problems ▸ creates own measure of excellence

Continuous Growth *The practice of constantly challenging one's own learning and risking new behaviours.*	▸ assesses own strength realistically ▸ seeks opportunities to learn ▸ discerns gaps between skills and job requirements	▸ invests in own development ▸ uses a variety of strategies to learn ▸ seeks and uses feedback from others ▸ analyses and actively strives to narrow the skill gap.	▸ achieves a high level of congruence between the requirements of the job and personal proficiencies ▸ maintains high professional standing ▸ supports others in their professional growth	▸ teaches, coaches, and models exemplary practice
Creativity *The incorporation of imagination and innovation into the activities of the workplace.*	▸ makes extensive use of existing information for potential improvements ▸ incorporates others' ideas ▸ explores feasibility of multiple solutions ▸ seeks both logical and intuitive solutions	▸ challenges continuously the way things have been done ▸ exposes self to new ideas and trends ▸ reshapes ideas and information in new ways that reveal new possibilities	▸ fosters the idea that creativity and innovation are part of everyone's job ▸ uses creative thinking as a basis for action in a variety of situations ▸ nurtures and rewards innovation and creativity in others	▸ uses logical and intuitive approaches to create an optimum climate for innovation ▸ creates a climate that encourages imaginative solutions to work-related problems and situations
Equity Perspective *The personal expression of fairness and justice.*	▸ can differentiate between equity and equality ▸ examines self for biases ▸ values others' perspectives and the richness of diversity	▸ seeks to expand knowledge about human rights issues ▸ understands in self and others the consequences of not respecting human rights	▸ challenges inequities and stereotypes ▸ models and expects equitable behaviours ▸ is proactive in promoting equitable practices	▸ discusses openly and is comfortable vis-à-vis equity in the school, workplace and society ▸ teaches and/or coaches equitable behaviours and practices
Integrity *The application of a principle-centred approach including forthrightness, honesty, and ethics in relationships and work.*	▸ uses honest and direct communication ▸ makes promises that can be kept ▸ admits and takes responsibility for mistakes ▸ stands up for what is right ▸ abides by laws, regulations, and policies ▸ protects confidential information	▸ displays ethical behaviour consistently ▸ demonstrates congruence between words and actions ▸ exemplifies fairness and candour is assessing employees' work ▸ follows up with those who question decisions to understand their concerns and to explain the reasons for decisions	▸ lives and works using a personal code of ethics ▸ acknowledges employees who have demonstrated high ethical standards ▸ demonstrates and encourages high standards of honesty, integrity, trust, and respect	▸ discusses ethical issues openly ▸ evaluates own integrity continuously ▸ emulates the highest standard of personal and professional behaviour

Self-Knowledge *The clear understanding of how one thinks, behaves, and acts as an individual and in relation to others.*	▸ appreciates feedback on performance /behaviour ▸ feels responsible for own self-development and well-being ▸ is aware of effect he/she has on others	▸ uses behavioural instruments and models to understand both self and others ▸ uses a variety of tools to recognize own strengths and weaknesses ▸ is aware of own response in cross-cultural contexts	▸ uses knowledge of self to build teams with complementary skills ▸ manages self constantly according to principles of equity	▸ demonstrates continuous self-learning and self-development ▸ develops authentic relationships within a cross-cultural context
Systems Thinking *The discipline of seeing wholes and patterns of interrelationships, and using frames of reference to learn to reinforce or change them effectively.*	▸ creates opportunities to share assumptions and to examine how individual actions and choices reflect assumptions and beliefs about the system	▸ selects improvement efforts based on a system-wide view ▸ comprehends the underlying patterns and processes and how they can be engaged	▸ articulates multiple levels of explanations for complex situations ▸ integrates systems thinking into continuous improvement	▸ changes, integrates, and aligns underlying patterns and processes to support the achievement of the vision ▸ identifies and implements actions that produce significant results

Interpersonal Leadership

Dimension Components	Levels of Performance			
	Level I	**Level II**	**Level III**	**Level IV**
	Demonstrates a basic range of leadership practices.	*Acquires, uses, and experiments with a rapidly increasing range of leadership practices.*	*Expands range of leadership practices to share power and responsibility with consistent ease and success.*	*Demonstrates accomplished leadership behaviours that reflect effective, current, and new leadership practices.*
Coaching *The set of skills and techniques that teach, promote reflection, and influence decision-making and professional behaviour.*	▸ monitors the impact of personal behaviours on others ▸ asks relevant questions ▸ withholds making judgements and evaluations ▸ uses non-verbal communication to enhance relationships ▸ recognizes different point of view ▸ uses coaching in planning	▸ demonstrates effective communication skills (listening, paraphrasing, reflecting feelings, reframing) ▸ formulates well-constructed, non-judgmental questions ▸ identifies and articulates differences in values, beliefs, and styles ▸ builds rapport with others ▸ uses coaching in planning, and reflection	▸ matches other's communication style ▸ is fluent in using a repertoire of questioning strategies ▸ shifts and adjusts language to parallel other's beliefs and styles ▸ assesses quality of rapport ▸ uses coaching for planning, problem-solving, and reflection	▸ uses advanced paraphrasing techniques ▸ uses high-level questioning to access deeper thought processes ▸ works with others in the context of their values, beliefs and styles ▸ matches communication at a variety of levels ▸ uses coaching as dictated by context
Communication *The ability to inform and be informed through locating, selecting, synthesizing, and applying information to enhance the communicative process within the school community.*	▸ listens actively, using appropriate, non-verbal cues ▸ demonstrates tact and consideration ▸ seeks clarification ▸ uses an excellent command of language (oral, written, non-verbal) to prepare and deliver effective communications	▸ listens and responds effectively ▸ is approachable and accessible to stakeholders ▸ seeks clarification with relevant questions ▸ uses a variety of relevant resources, including media and technology to collect data for purposes of making informed	▸ appreciates various perspectives ▸ builds rapport with others ▸ uses a repertoire of questioning strategies while seeking clarification ▸ welcoming to all stakeholders ▸ synthesizes and applies a broad knowledge base	▸ listens proactively and responds effectively to all stakeholders ▸ works with others in the context of their values, beliefs, and styles ▸ uses advanced paraphrasing and reflection techniques while seeking clarification ▸ coaches others to use

	▸ presents arguments / viewpoints logically and convincingly ▸ prepares written responses using a structured format ▸ is able to respond appropriately to others in a variety of contexts within the school	choices and planning ▸ adapts communication style to audiences ▸ establishes clear communication structures within the school and community ▸ responds effectively to spontaneous questions	in preparing pro-active communications with stakeholders ▸ communicates information in innovative and effective ways within the school community ▸ promotes and facilitates constant interchange of ideas among stakeholders ▸ mentors others in communication skills	data for purposes of making informed choices and planning ▸ influences others within the school community through highly developed inspirational communication skills ▸ adjusts organizational systems to enhance communication among all stakeholders
Conflict Management *The ability to solve interpersonal, intra-group and inter-group differences.*	▸ understands personal conflict management style ▸ reacts rationally towards potential and actual conflict situations ▸ recognizes variations in personal conflict management styles ▸ recognizes situations of harassment ▸ recognizes diverse cultural responses to anger	▸ has good attending skills (listening, paraphrasing, reflecting feelings, reframing) ▸ seeks to improve own conflict management style ▸ anticipates conflicts and their causes ▸ deals with conflict collaboratively ▸ identifies factors that may create or escalate a conflict ▸ applies policy requirements to situations of harassment ▸ is assertive in response to negative behaviours	▸ can articulate and use effective conflict resolving processes (or problem-solving models) ▸ responds appropriately to the conflict styles of others ▸ diffuses situations before they become volatile ▸ minimizes recurrent conflict ▸ works towards win-win solutions	▸ teachers others to understand the dynamics of conflict ▸ coaches others in conflict resolving processes ▸ mediates conflicts effectively

Instructional Leadership

Dimension Components	Levels of Performance			
	Level I	**Level II**	**Level III**	**Level IV**
	Demonstrates a basic range of leadership practices.	*Acquires, uses, and experiments with a rapidly increasing range of leadership practices.*	*Expands range of leadership practices to share power and responsibility with consistent ease and success.*	*Demonstrates accomplished leadership behaviours that reflect effective, current, and new leadership practices.*
Learning Organization				
Community Development *The capacity to build inclusive school communities in which all stakeholders contribute to provide a nurturing educational environment.*	▸ recognizes the value of community involvement in student achievement ▸ is knowledgeable about available community resources which address the social, cultural, emotional, and physical well-being of students and staff ▸ is knowledgeable of the demographic make-up of the school's community and sensitive to its specific needs ▸ is aware of parent and community impact on school culture ▸ provides parents and community with information about the school	▸ utilizes community resources to address the curricular and co-curricular needs of the students ▸ utilizes input from parents and other community sources when setting school goals ▸ maintains and improves communication between school and community in appropriate language and media ▸ engages in community response and feedback, using translators/ interpreters as required ▸ supports a school culture that integrates community norms and traditions	▸ fosters the development of a school culture that exemplifies equity and honours community diversity ▸ pursues and establishes community partnerships which have specific high educational value	▸ creates formal structures to involve the community, including the School Council, in setting and achieving school goals ▸ integrates community resources within school programs to support a variety of student needs ▸ empowers the community to participate in the development of an inclusive school culture

Culture Management *The ability to influence values, practices, and outcomes to create a rich and rewarding learning environment or productive workplace.*	▸ values everyone as a learner ▸ assesses school/ workplace culture ▸ understands the importance of school culture and begins to identify key elements	▸ prioritizes elements of school/workplace environment as targets for change with respect to vision ▸ focusses on continuous improvement ▸ communicates high expectations and demonstrates confidence in students, staff, and community	▸ collaborates with teams of co-workers, students, and staff to create and promote an inclusive culture of learning ▸ achieves continuous improvement ▸ encourages flexible and interdependent roles in team activities	▸ allows staff to have considerable autonomy and discretion to plan and implement within a comprehensive framework ▸ communicates highly collaborative approaches in the workplace and community ▸ invites all to contribute to workplace/school success ▸ extends vision and accomplishments
Diversity Commitment *The orientation to capitalize on the varied representation in the workplace which includes gender, sexual orientation, race, faith, ethnocultural, and linguistic backgrounds, physical abilities, styles, and talents.*	▸ has in-depth knowledge of the Affirmative Action, Anti-Racism and Ethnocultural Equity, and Sexual Harassment Policies ▸ models respect for many cultures and lifestyles	▸ creates opportunities to learn about individual differences ▸ uses understanding of differences among people to work productively with them ▸ promotes diversity as an asset and responsibility	▸ recruits staff that reflect the demographic make-up of the student body ▸ views individual differences among team members as assets and proactively employs these to achieve outcomes/results ▸ sets goals that honour the diversity of staff, students, and community	▸ uses influence to ensure the hiring, retention, and promotion of a diverse work force ▸ creates an environment that builds diversity, supports multiple perspectives, and challenges narrow-mindedness or stereotypes
Empowerment *The process of establishing the environment and relationships that allow people to decide, take risks, and to achieve their goals.*	▸ demonstrates interpersonal and group skills to be an effective contributor ▸ engages colleagues/staff in decision-making ▸ ensures that employees see their roles within an organizational context	▸ is clear about accountabilities ▸ makes available to employees the information, tools, and methods to make informed decisions to improve performance ▸ ensures employees have the skills to accomplish tasks	▸ gives employees the power to make decisions about how to work ▸ encourages individuals or a team to accomplish the mission in the way that they think is best with the resources that are available ▸ creates an environment in which individuals are	▸ coaches employees to use accountability-related data positively and effectively ▸ ensures employees are accountable for stakeholder satisfaction, school goals, and business objectives ▸ acknowledges employees' contributions

		▸ provides data and information to measure success	encouraged to develop towards their full potential ▸ modifies processes to allow staff to generate improved results	to the performance of the department/school ▸ engages in roles of facilitator, coach, catalyst, and information sharer
Team Leadership *The understanding of team requirements and the skills needed to contribute to high-level team performance with respect to a variety of team tasks.*	▸ encourages team participation and manages conflict ▸ values group facilitation skills ▸ adheres to team processes and procedures ▸ contributes actively and fully in team projects ▸ works collaboratively with others to achieve a common goal	▸ acknowledges diverse opinions, addresses relevant concerns and works towards consensus ▸ knows when and how to use a team approach ▸ ensures teams are diverse in make-up and have adequate levels of complementary skills ▸ fosters cooperation, communication, and consensus among groups ▸ facilitates shared decision-making ▸ capitalizes on team learning	▸ capitalizes on the diversity of the team ▸ values and uses the creativity inherent in a variety of conflicting viewpoints ▸ facilitates the development and implementation of clear and detailed work plans with teams ▸ uses the power of feedback, recognition, and reward	▸ represents and defends team decisions in whole organization ▸ initiates and supports project management teams ▸ provides coaching and training on team processes, activities, and effectiveness ▸ demonstrates group facilitation skills in a variety of contexts with diverse groups
Vision Building *The ability to describe an optimal state or condition and foster a genuine commitment among school community members to its creation.*	▸ articulates and demonstrates a personal vision for work ▸ initiates steps to achieve the vision ▸ understands that belief or value statements both engender and sustain a vision	▸ develops a clear, educationally-focussed vision and well-defined mission statement ▸ promotes staff ownership and commitment to the vision ▸ assesses the current reality to determine the gap between vision and reality	▸ engages and inspires staff and community members to create a shared vision and develop a community of learners ▸ re-aligns resources to achieve the vision ▸ behaves in a way that is congruent with the vision ▸ ensures that the school/ site plan is consistent with the organization's vision	▸ empowers stakeholders to articulate a shared purpose and vision focussed on learning ▸ creates a climate that inspires all members with a sense of purpose ▸ re-engineers structures and operational processes to achieve the vision ▸ fosters an organization that is continuously expanding its capabilities

Student Performance				
Instruction *The ability to work collaboratively with staff and the school community to sustain an instructional program focussed on improving student performance.*	▸ participates with teachers to gain an understanding of instructional practice ▸ risks modelling and co-instructing ▸ has knowledge of a number of instructional strategies to be used in a variety of contexts ▸ identifies with staff the knowledge and skills required to implement instructional strategies ▸ realizes that instructional strategies need to match the level of expertise and personal styles of staff	▸ recognizes and supports the match between instructional strategies and program content ▸ is familiar with models of teaching and promotes their use ▸ identifies and capitalizes on instructional leaders in the school to build capacity ▸ assesses staff training needs in instructional practices ▸ provides opportunities for staff to learn about research-based instructional and assessment strategies ▸ encourages staff to observe effective practices in other schools	▸ builds capacity to create a cadre of learners by providing opportunities for shared dialogue ▸ models a variety of instructional strategies for staff ▸ ensures that instructional practice is linked to curricular expectations ▸ ensures instructional strategies selected for implementation are supported in research	▸ ensures that staff and community meetings model instructional strategies ▸ develops and supports a cadre of instructional leaders ▸ promotes and supports a commitment to excellence in instruction ▸ assesses congruence between instructional strategies and curricular expectations in relation to student achievement targets
Monitor and Review *The ability to collaboratively engage appropriate stakeholders in the systematic collection and analysis of quantitative and qualitative data to assess progress toward the*	▸ Demonstrates a commitment to monitoring and assessing improvement efforts ▸ establishes a process to engage staff in the collection and analysis of data to assess student	▸ engages the staff in a systematic and collaborative process of using data to monitor and track efforts to improve student performance on an on-going and annual basis ▸ uses data to monitor	▸ involves the School Council in a collaborative process of using data to assess the school's efforts designed improve student performance ▸ uses data to monitor the progress of staff	▸ collects and utilizes data continuously to make informed instructional decisions at the building and classroom level ▸ uses data to monitor the progress of staff towards the implementation of the

attainment of stated outcomes.	performance ▸ ensures that regularly scheduled time with staff reflects and reinforces the importance of implementing the SPIP	the progress of staff towards the implementation of instructional and assessment strategies contained in the SPIP ▸ collects data to assess the effectiveness of the instructional and assessment strategies in the SPIP ▸ communicates results with staff, students, parents, and the school community using data to demonstrate how the school is measuring up to its goals ▸ uses a variety of tools including technology to monitor progress	towards the implementation of the SPIP as part of on-going performance appraisal procedures ▸ facilitates the use of data to continually assess and revise the SPIP	SPIP as an integral component of the summative or formal performance appraisal procedure ▸ aligns all resources (monetary, staff, time and staff development opportunities) to maximize attainment of school improvement efforts
Special Education *The adaption of curriculum to meet the needs of each student while maintaining curricular expectations.*	▸ engages staff in identifying and monitoring students who require Special Education and services ▸ encourages staff to use specific Special Education resources to adapt programs for all students ▸ provides opportunities for staff development ▸ facilitates the use of exemplary practices within the program	▸ maximizes the use of all school resources and system personnel ▸ encourages Special Education teachers to provide leadership and professional development for other staff ▸ ensures that individual program plans are exemplary ▸ recognizes and supports best practice to model that all students can learn	▸ facilitates an understanding of current practices within the community ▸ capitalizes on support services in the community	▸ collaborates with system partners to meet the needs of Special Education students ▸ ensures the school goals meet the needs of all students ▸ shares exemplary practices with colleagues

Staff Development *The ability to engage staff in a continuum of professional growth activities to improve instruction towards the school's goal of improved student performance.*	▸ provides orientation and training for new employees ▸ assesses and evaluates developmental needs of staff based on initiatives identified in the SPIP ▸ manages resources for staff growth ▸ introduces staff to networking with individuals and groups	▸ encourages staff to become self-directed learners ▸ provides performance feedback ▸ provides appropriate staff development opportunities to support the SPIP initiatives ▸ engages staff in frequent, focussed, and sustained dialogue around their experiences implementing the SPIP to determine ongoing and future staff development needs ▸ capitalizes on the strengths of personnel	▸ empowers staff to determine future staff development needs ▸ provides key growth experiences which challenge abilities and encourage development ▸ provides career direction and facilitates skill acquisition ▸ measures success of staff development in the changes that occur in classroom /school practices as evidenced in improved student performance	▸ fosters a culture in which reflective practice, sharing of insights, and setting high standards of performance are ingrained ▸ encourages risk-taking and supports learning from results ▸ manages resources for growth as defined by the SPIP
Student Assessment and Evaluation *The continuous review and refinement of the processes that relate to student achievement.*	▸ uses a variety of assessment and evaluation practices to monitor and track student progress ▸ promotes valid assessment practices by ensuring staff use of Ministry achievement levels when assessing student performance ▸ monitors assessment practices in the school	▸ provides school-based opportunities for staff to work together to develop consistent assessment and evaluation practices ▸ clarifies assessment and evaluation techniques and policies with staff, students, and parents ▸ manages assessment data effectively to measure improved student performance	▸ ensures that teachers work together to achieve assessment reliability through the application of consistent assessment and evaluation practices ▸ compares local achievement against system and provincial achievement	▸ ensures there is recognition and reward for improved student performance ▸ provides professional development for, and coaches teachers and colleagues in student assessment and evaluation ▸ promotes a results-orientated culture

Student Performance Improvement Planning (SPIP) *The ability to strategically align all elements of the school organization around the essential purpose of student learning.*	▸ demonstrates success at improving student performance ▸ understands the need to collect and analyse data to improve student performance ▸ identifies areas for and commits to school-wide improvement ▸ understands the value of the SPIP process	▸ collects and analyses EQAO data to establish one or two major priorities for SPIP ▸ provides an action plan which clearly outlines specific instructional and assessment strategies in a detailed manner ▸ ensures instructional strategies are based on rigorous research and address high impact areas for improved student performance ▸ establishes assessment criteria to measure the effectiveness of instructional strategies on student performance ▸ facilitates the development of a calendar of all SPIP activities and ensures the calendar is shared and reviewed regularly ▸ engages staff and community in the SPIP process ▸ uses available technologies to assist in collecting and analysing data	▸ collects and analyses outcome, demographic, and process data to establish one or two major, high impact priorities for SPIP ▸ establishes assessment criteria to measure the effectiveness of instructional strategies and the SPIP process on student performance ▸ ensures the budget and staff development plans are aligned to support major priorities ▸ reviews and reports progress and achievement ▸ fosters the development of a collaborative work environment ▸ initiates new and creative approaches for improved results based in research ▸ builds capacity of staff to implement strategies by identifying staff needs and providing appropriate staff development opportunities	▸ coaches staff and colleagues in the SPIP process ▸ builds a continuous self-assessment and evaluation capability for improvement ▸ celebrates successes in the school and the community ▸ aligns and integrates all school structures, policies, and procedures with the SPIP process

Organizational Leadership

Dimension Components	Levels of Performance			
	Level I	**Level II**	**Level III**	**Level IV**
	Demonstrates a basic range of leadership practices.	*Acquires, uses, and experiments with a rapidly increasing range of leadership practices.*	*Expands range of leadership practices to share power and responsibility with consistent ease and success.*	*Demonstrates accomplished leadership behaviours that reflect effective, current, and new leadership practices.*
Operations				
Financial Management *The ability to produce and responsibly manage budgets to satisfy the operational needs of the school/system plan.*	▸ identifies funding requirements for own activities, projects, or unit ▸ meets the basic operational needs of school/unit within established budget guidelines ▸ uses technology to access pertinent information to make decisions	▸ seeks input from staff in setting budget priorities ▸ analyses historical expenditures to identify budgetary requirements ▸ tracks and monitors expenses against budget to ensure cost-effective resource management ▸ applies funds to school/unit priorities	▸ applies financial and procedural requirements ▸ bases decisions on comprehensive use of data ▸ uses complex technological tools to access data/trends for planning ▸ is publically accountable for the budget plan and expenditure deviations	▸ partners with other organizations to generate revenue ▸ implements a long-term budgetary plan consistent with the school/unit strategic plan ▸ capitalizes on the use of appropriate tools to achieve optimum efficiency
Health and Safety *The ability to understand, create, and incorporate the requirements for a safe learning and working environment and to integrate safety seamlessly within all daily operations.*	▸ is aware of all requirements of the Occupational Health and Safety Act ▸ ensures, with site health and safety representatives, that all employees follow policies for safe work practices ▸ implements all mandatory requirements	▸ investigates all accidents and incidents to establish root cause ▸ is knowledgeable about the full range of programs available to deal with conflict resolution, anger management, and related issues ▸ makes decisions and takes actions to prevent	▸ promotes and acts upon early hazard identification to prevent accidents and incidents ▸ promotes the inclusion of learning opportunities and programs throughout the school / site that reduce actual and potential conflict, increase cooperation, and encourage harmony	▸ encourages and supports all staff in the quest for zero accidents and incidents in all areas of work ▸ uses all relevant programs effectively that promote cooperation and reduce anti-social behaviours ▸ identifies, documents, and resolves all explicit

	of the Ministry Violence-Free Schools Policy, the Safe Schools Policy and Crisis Management Procedures ▸ documents and reports all accidents and incidents and conducts follow-up procedures as required	accidental and incident re-occurrence ▸ uses information from past incidents to improve management and deduce the incidence of future events ▸ ensures that health and safety management issues are priorities in staff training and development	▸ responds to staff, student, and community concerns in an inclusive manner to increase understanding and reduce risk and disruption ▸ uses relevant data to identify issues and trends, and promotes recommendations for enhanced safety, both locally and across the system	and implicit safety obligations thoroughly ▸ contributes actively to system planning that strives to ensure the minimum risk to all students, staff, and community ▸ establishes performance goals and utilizing relevant data, measures and assesses progress in all areas of health and safety management
Human Resource Management *The effective use of strategies to select, train, deploy, retain, and supervise staff.*	▸ ensures that each employee selected and deployed has requisite skills for the job ▸ is aware of the legal and policy parameters that govern human resource management ▸ consults others for direction and support in policy application	▸ implements the governing legislation ▸ applies Board policy requirements to all human resource transactions ▸ understands the implications of applied legislation and practices ▸ acts immediately and decisively regarding staff performance and discipline	▸ maintains and updates personal human resource skills ▸ operates using a broad understanding of human resource functions and their interdependencies ▸ uses positive and proactive supervision strategies	▸ mentors and supports staff in performing human resource functions ▸ empowers leadership capacity of stakeholders
Information Management *The application of technological tools to manage information in order to enhance learning and increase productivity.*	▸ uses standard applications to access data ▸ knows who, how, and where to seek information ▸ honours confidentiality where required	▸ accesses data for management reporting and operational purposes ▸ uses applications to enhance personal and work unit performance ▸ ensures staff are trained in information management processes ▸ disseminates information appropriately	▸ uses data routinely to make management decisions ▸ integrates technology into the workplace and uses it to solve business and operational problems ▸ keeps up-to-date about recent innovations in information technology	▸ accesses and uses state-of-the-art applications and programs for optimal decisions ▸ refines use of data through a collaborative approach ▸ coaches others in the collection, analysis and use of data

			strategies to attend to personal needs in order to maintain a balanced quality of life	
Strategic Focus				
Change Management *The ability to manage the content and processes of change.*	▸ understands basics of change theory ▸ identifies need to change ▸ identifies practical steps and time-frames for the implementation of change ▸ highlights the benefits of change to secure enthusiasm for change	▸ recognizes that change is complex, non-linear, requires a variety of strategies, and must be congruent with existing organizational values ▸ comprehends and applies current change theory to real situations ▸ demonstrates flexibility in accepting change and recognizes what can, cannot, or must change ▸ involves staff in planning for change ▸ is able to develop and communicate a detailed plan to implement change ▸ identifies where school/workplace is in change cycle and determines appropriate next steps	▸ provides pressure and support for change ▸ knows when to initiate, manage, guide, document, and learn ▸ builds on capability of staff to lead change efforts and draws effectively on internal and external resources ▸ measures impact and determines future actions ▸ uses a variety of strategies to sustain positive change ▸ anticipates and addresses resistance to change	▸ champions change and change management across the organization ▸ ensures total staff involvement ▸ addresses change systematically and spontaneously ▸ aligns change with vision in a proactive context ▸ uses data to evaluate and improve change process through a collaborative process involving all stakeholders
Political, Social and Legal Responsibilities *The ability to work together within the framework of policies, laws, and regulations to understand, respond to, and influence the larger political and social context.*	▸ involves staff and students actively in the decision-making process ▸ recognizes a variety of ideas, values, and cultures within the school ▸ makes decisions within the framework of local policies, directives, and	▸ involves staff, students, parents and community members actively in the decision-making process ▸ establishes and facilitates a School Council ▸ understands the trustee's role and the importance of	▸ provides training for the School Council ▸ addresses changing and often competing demands by basing decisions on applicable policies, directives, procedures, and government legislation and by focussing on the	▸ establishes coalitions of support by consistently involving all stakeholder groups in the decision-making process ▸ creates formal structures to involve the community, including the School Council, in setting and achieving

Physical Plant Management *The process of ensuring that facilities are safe, comfortable, and well maintained through the co-ordination of all planning, operational, and utilization aspects of building systems, exteriors and grounds.*	▸ is aware of all components of physical plant management and knowledgeable of key areas of responsibility ▸ communicates specific concerns to appropriate personnel	▸ has in-depth knowledge of all areas of responsibility with regard to plant management ▸ develops and uses a process for the solution of concerns ▸ manages budget priorities for plant management	▸ identifies, analyses, investigates, and reports on plant conditions ▸ negotiates a plan for plant improvement ▸ improves the processes of plant management	▸ initiates collaborative actions and processes to make significant positive change in areas of physical plant management ▸ places issues of plant management and improvement within the context of a long-term plan
Regulations, Policies, and Procedures *The ability to use regulations, policies, and procedures to ensure fairness and consistency across the system.*	▸ knows the regulations, policies, and procedures that apply to the work unit ▸ identifies the applicability and exceptions to regulations and policies ▸ selects relevant policies and regulations for application to specific circumstances ▸ adheres to established procedures	▸ interprets regulations and policies accurately ▸ explains the background and rationale of regulations, policies, and procedures to others ▸ identifies the advantages of applying specific regulations and policies, as well as limitations and shortcomings ▸ develops and/or revises procedures to ensure compliance with regulations and policies	▸ interprets regulations and policies fairly and flexibly where there is ambiguity, to achieve win-win situations without jeopardizing the integrity of the guiding principles ▸ is aware of where/when policies and procedures require amendment ▸ suggests amendments to improve policies and procedures	▸ develops new procedures and processes which reflect the unique needs of the students, school, and community ▸ devises coherent procedures to effectively implement new or changed policies
Time Management *The ability to identify, prioritize and develop time management strategies which are congruent with principle-centred leadership.*	▸ utilizes a list/checklist time management strategy to meet short and long-term timelines for role-related events, duties, tasks, and projects ▸ demonstrates an awareness of the principles of personal leadership	▸ utilizes a time management system based on planning and prioritizing to meet short and long-term timelines for role-related events, duties, tasks, and projects ▸ demonstrates a commitment to the principles of personal leadership	▸ utilizes a time management system based on planning, prioritizing, and goal setting connected to personal values and school initiatives to meet short and long-term timelines for role-related events, duties, tasks and projects ▸ aplies time management	▸ shares and coaches others in the use of effective time management strategies ▸ utilizes the principles and processes of effective time management to manage positive and productive change

	government legislation	communication practices to share appropriate information for purposes of fostering understanding and enhancing decision-making ▸ anticipates community reactions towards issues and addresses concerns ▸ recognizes the changing and often competing demands made by individuals or groups	critical issues of equity and fairness ▸ involves the School Council in active decision-making ▸ involves trustees actively in school events to promote continuing dialogue land understanding	school goals ▸ participates actively at the system level in the development and implementation of policies and procedures in the service of education
School and Community Partnerships *The capacity to collaborate with families and community members, respond to diverse community needs, and mobilize community resources in a manner which furthers the ability to provide enhanced services for the promotion of student learning*	▸ understands the need for collaboration and partnership beyond the unit ▸ identifies people inside and outside the work unit who can promote the unit's goals	▸ understands the power and political bases of the community ▸ explores connections and networks to meet new and potential partners ▸ successfully pursues appropriate partners ▸ communicates regularly with partners to keep them engaged	▸ integrates partnerships into the school's/unit's strategic plan ▸ builds personal relationships with partners to sustain commitment ▸ recognizes and rewards partners formally	▸ sustains and models a high level of commitment to partnerships to sustain community commitment to the school and to attract and maintain students ▸ supports others in their efforts to build partnerships ▸ seeks and develops appropriate regional, inter-provincial, and international partnerships
Technological Learning *The capacity to learn and grow through the application of technology.*	▸ uses hardware and software comfortably, efficiently, and appropriately ▸ uses electronic networks ▸ identifies central staff to troubleshoot technical problems ▸ enrols in software-	▸ uses a variety of computer applications ▸ identifies a cadre of internal and external technical support people ▸ actively and creatively uses technology as a tool for a variety of purposes	▸ shares technical expertise with other schools/locations ▸ utilizes available technological innovations ▸ has a working knowledge of system software	▸ makes proactive decisions regarding technology purchases ▸ predicts future needs ▸ works in teams or empowers others to expand use of technology ▸ acts as a role model and

	specific courses ▸ believes that technology has a valid place in education ▸ researches potential for using technology as a tool ▸ recognizes limitations	▸ keeps abreast of new developments	▸ makes informed decisions regarding purchases of software ▸ utilizes work-related applications ▸ shares application ideas with others	inspires others to in corporate the use of technology

#7

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Approved for distribution
by the Director
Signature: [signature]
Date: 26/04/01

MEMORANDUM

TO: Merv Matier, Director of Education

FROM: Nora Campbell, Superintendent of Education

DATE: April 19, 2001

RE: ***Policy Against Harassment***

RECOMMENDED ACTION

Moved by _____, that the "Draft" Policy Against Harassment be forwarded to the Joint Advisory Committee.

BACKGROUND

This policy is intended to replace the policies of the two former Boards. Once the policy is approved, appropriate inservice will be developed for all staff.

Committee membership is appended.

Attch.

7-1

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Draft

Policy No. 000

Harassment

Date Approved: 00/00

Projected Review Date: 00/00

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board to create and maintain an environment where every person who is an employee has right to freedom from harassment as defined by the Ontario Human Rights Code.

RESPONSIBILITY: Director, Supervisory Officer specified

Rationale:

Our Commitment as a Board, pursuant to the Ontario Human Rights Code is:

- to promote a working environment of respect that is free from any form of discrimination and harassment as defined by the Ontario Human Rights Code, through education and prevention;
- to alert all employees of the Board to the fact that discrimination and harassment in the workplace are against the law; and
- to establish a mechanism for receiving complaints of harassment and to provide procedures by which the Board will deal with and resolve such complaints.

OPERATING PROCEDURES:

1.0 Application

1.1 This policy applies to all employees of the Board.

2.0 Definition

2.1 Harassment is unwelcome and offensive conduct or comment that is known or ought reasonably to be known to be unwelcome. It may be related to sex, race, colour, ethnic or place of origin, ancestry, citizenship, disability, age, religion or creed, record of offences, sexual orientation, or marital, or family status. Harassment on these grounds is a form of discrimination and is expressly prohibited under the Ontario Human Rights Code.

2.2 Harassment related to the grounds in paragraph 2.1 may occur when the behaviour or conduct in question:

- would reasonably tend to cause offence, discomfort, humiliation, or embarrassment to another person or group;
- would reasonably tend to be perceived as placing, either implicitly or explicitly, a condition on employment and its terms; or
- has the purpose or effect of interfering with a person's work performance or creating an intimidating, threatening, hostile or offensive work environment.

2.3 Sexual harassment is a particular form of harassment involving unwelcome sexually-oriented behaviour based on gender or sexual orientation. It includes behaviour by men towards women, between men, between women, or by women towards men. Harassment, that is sexual in nature, may occur on its own or be combined with other forms of harassment, such as harassment based on race or disability.

2.4 What is Not Harassment

Harassment does not include the normal exercise of supervisory responsibilities, including direction, counselling, and discipline when necessary.

3.0 No Retaliation

3.1 The Board will not tolerate any retaliation against anyone pursuing in good faith the objectives or acting in accordance with this policy. Any such retaliation will be treated as a disciplinary issue and thus subject to the Progressive Discipline Policy.

4.0 Malicious or Bad Faith Complaints:

4.1 Employees must be aware that their complaints may lead to legal action against them by any of the people involved, if their complaints are defamatory or have been made with malicious intent or in bad faith.

4.2 Employees who file malicious or bad faith complaints may also be subject to disciplinary action, depending on circumstances.

5.0 Violation of Policy

5.1 Employees who believe they are being harassed are encouraged (not required) to advise person(s) concerned that the behaviour is unwelcome and offensive, and should stop.

5.2 While the Board recognizes that it will often be difficult to come forward with a complaint of harassment, it encourages those who feel they have been or are being harassed to report the matter, regardless of who the alleged harasser may be. Employees should contact their immediate supervisor to discuss the matter. In the event the alleged harasser is the employee's immediate supervisor, the employee should contact his/her supervisory officer.

6.0 Confidentiality

6.1 **Confidentiality** is beneficial to everyone involved in the complaint process. It allows the parties to resolve disputes without outside pressures. It protects the parties against unsubstantiated claims that might result in harmful gossip. Confidentiality allows the administrators of the policy time to assist in dispute resolution without being compelled to respond to extraneous issues.

The School Board recognizes that it is difficult to come forward with a complaint of harassment or discrimination. To protect the interests of all parties involved, confidentiality will be maintained throughout the complaint process to the extent possible under the circumstances, except as required by law.

Confidentiality does not mean anonymity. A fundamental principle of a formal complaint is that the respondent must be informed of a complaint and who has made the allegations as early as possible in the process.

A complainant has the right to withdraw a complaint at any stage defined in these procedures. At the same time, the School Board may be required to continue to act on the issues identified in the complaint in order to comply with its legal obligations and to address its concerns regarding systematic harassment and discrimination issues.

When the School Board determines that the safety of an individual or the community is at risk, it will act to the best of its ability to address this situation. This may mean that the procedures outlined in this policy, including confidentiality, will be set aside.

All records of complaints, including contents of meetings, interviews, results of investigations and other relevant material will be kept normally confidential by the Board, except where disclosure is required by law.

7.0 Responsibility

7.1 Responsibilities of all Employees of the Board:

Everyone is expected to promote a working environment that is free from harassment and to assist anyone who believes he/she is being or may have been harassed. Anyone who believes a colleague or other person employed by the Board is being or may have been harassed is encouraged to notify his/her supervisor.

7.2 Responsibilities of Persons in Supervisory Positions:

Those in supervisory positions at the Board, including principals, vice-principals, site supervisors, managers, and supervisory officers, have a particular responsibility to understand and actively support this policy by:

- not demonstrating, allowing or condoning behaviour contrary to this policy when they know, or reasonably ought to know, that such behaviour is occurring;
- investigating harassment complaints;
- taking action (including disciplinary action if necessary), even in the absence of a complaint, when they know, or reasonably ought to know, that harassment has occurred or is occurring;
- forwarding within 30 working days of the signed complaint, investigative reports to the appropriate supervisory officer. These investigative reports will be kept confidentially in Human Resources separate from the personnel file.

8.0 Rehabilitative and/or Disciplinary Action

8.1 As a result of the investigation, the supervisor may take rehabilitative and/or disciplinary action appropriate to the degree of harassment. Such rehabilitative or disciplinary action may include, but are not limited to:

- Mediation
- Counselling
- Education on harassment

- Formal written apology
- Change of work assignment of the complainant and/or the respondent
- Disciplinary action as prescribed by the Hamilton-Wentworth District School Board Progressive Discipline Policy

Assistance is also available from the Ontario Human Rights Commission or persons can pursue any other legal avenue, even when steps are taken under this policy. This may include using the Collective Agreement, the Criminal Code of Canada or civil proceedings.

LEGISLATION:

Ontario Human Rights Code
Criminal Code of Canada
Canadian Charter of Rights and Freedoms

The Hamilton-Wentworth District School Board

HARASSMENT POLICY COMMITTEE

MEMBERSHIP LIST

NAME	POSITION	TELEPHONE	E-MAIL	FAX
Sue Mawson	Human Resources	ext. 2416	smawson@hwdsb.on.ca	
Dorte Deans	Vice-Principal	383-3337	ddeans@hwdsb.on.ca	574-6010
Kathy Pilon/ Gary Hardman	CUPE (Fairfield/Gibson)	544-2932		544-1296
Kelly Hayes	HWETL	318-2771	hwetl-pr@interlynx.net	318-2550
Lorne Evans	Vice-Principal	385-3257	lgevans@hwdsb.on.ca	385-3581
Jeff Moore	OSSTF	574-8285	osstf21vpl@quickclic.net	574-8166
Dan Goodale	PASS/Admin. Sup	572-4855 (pager)	dgoodale@hwdsb.on.ca	
Ana Misiti	OCTU	574-8285		574-8166
Scott Lowrey	ASPS/Dalewood	648-4439	slowrey@hwdsb.on.ca	648-4450
Nora Campbell	Superintendent	ext. 2674	ncampbel@hwdsb.on.ca	521-2517

#8

Hamilton-Wentworth District School Board

Memorandum

Approved for distribution by the Director

Signature: M. Matier

Date: 26/04/01

To: Merv Matier, Director of Education and Secretary

From: Chuck Reid, Superintendent of Education
Malcolm Powell, Manager, Social Work Services

Date: May 5, 2001

Re: APOLLO Program

Recommended Action:

Moved by _____, that the *APOLLO Alternative Education Program* situated at Tweedsmuir School continue for the 2001-2002 academic school year.

Moved by _____, that the *APOLLO Alternative Education Program* situated at Tweedsmuir School be included in the alternative education review taking place during the 2001-2002 academic year.

1.0 Background

1.1 On January 28, 1999, The Hamilton-Wentworth District approved the establishment of the APOLLO Alternative Education Program.

1.2 The APOLLO Project was funded through a grant from Human Resources Development Canada.

1.3 On February 17, 1999, The Hamilton-Wentworth District School Board approved a research component to study the impact of the APOLLO Program on the students it was serving.

1.4 On May 4, 2000, The Hamilton-Wentworth District School Board was presented with a review of the APOLLO Program. The Board decided the following:

i) to expand the program from 8 to 12 students

ii) to complete a program review and present it to the Board by June 2001.

2.0 Current Information

2.1 The APOLLO program continues to demonstrate success. The program review (Appendix A) demonstrates positive results in the following areas:

i) school attendance

ii) credit attainment

iii) social/emotional growth

2.2 The APOLLO program may represent an alternative educational model to be refined and expanded for students who present with high and diverse needs.

2.3 Staffing support for the APOLLO program will continue through Learning Opportunities Funding:

i) 1 teacher

ii) 2 educational assistants

3.0 Future Action

3.1 The APOLLO program will continue to be studied by the Board.

3.2 The future of the APOLLO program be considered through the results of the alternative education review.

8-1

Appendix A

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1

TELEPHONE: (905) 527-5092
FAX: (905) 521-2512

Instructional Services

TO: Chuck Reid,
Superintendent of Education, City West

FROM: Malcolm Powell,
Manager, Social Work Services
Barry Morlog, Principal
Tweedsmuir School
Apollo Staff

C: Jim Wibberley, Superintendent of Education, Secondary West
Marguerite Botting, Superintendent of Instructional Services
Katherine Yantze, Principal, Bennetto
Dave Repchuck, Principal, Prince of Wales
Lindy Millen, Principal, Queen Mary

DATE: March 21, 2001

Please find attached a mid-year report regarding the APOLLO Program. The report is positive indicating that the students are attending school significantly more and are achieving academically; these are both dramatic, positive changes to their recent previous school history.

We are conscious of the fact that this program was continued for another year based upon successful indicators and the review of alter-ed.

At this point we are seeking clarification and direction for the next school year. We need to plan for staffing and most importantly, for the students. We would appreciate talking to you about these issues at your earliest convenience.

Thank you.

8-2

The Apollo Report

A Mid-Year Report

to

The Hamilton-Wentworth District School Board

January 31, 2001

INTRODUCTION

In December 1998 a proposal was made to Human Resources Development Canada to fund a pilot program at Tweedsmuir School to address the needs of chronic non-attending at-risk students. In January 1999, the proposal was accepted for funding by Human Resources Development Canada (HRDC) and the Board supported the initiative as a pilot project for Tweedsmuir students effective March 1999.

A report and presentation to the Board in May 2000 resulted in the continuation and full Board funding of Apollo for the 2000/2001 school year. Beginning in September 2000, the Apollo program receives students from Prince of Wales, Queen Mary, Bennetto and Tweedsmuir schools. The Apollo program has increased enrollment to 16 students.

This interim report covers the attendance, academic and social-emotional progress experiences of 15 Apollo students from September 2000 – Jan. 31/2001.

APOLLO PROGRAM

Description of Program

Apollo is a school based alternative education program for Bennetto, Prince of Wales, Queen Mary, and Tweedsmuir students in Grades 6, 7, and 8. The program is designed to support non-attending at-risk students who may attend Apollo full time or be integrated into some mainstream classes. Apollo is designed to attract students to school and to facilitate academic, behavioural, social and work readiness skills.

Specifically, as of Jan. 31/2001, The Apollo program has 15 students. There are 6 from Tweedsmuir, 7 from Prince of Wales, 2 from Queen Mary and 1 from Bennetto (beginning March 19, 2001). We have one Grade 6 student, two Grade 7 students, and thirteen Grade 8 students.

Description of Student Population

In general, Apollo students have:

- significant attendance, behavioural, and social-emotional issues impacting on their school performance;
- experienced numerous school changes, poor school progress, and truancy;
- had difficulty progressing within the regular classroom environment academically and behaviourally and
- experienced an unsettled life characterized by separation, loss, trauma, violence, poverty, and conflict with the law.

Program Ingredients

- staff – teacher, social worker (.5), two educational assistants
- flexible programming and program delivery
- individualized academic program focusing on language arts and mathematics
- social skills and relationship building
- clearly specified expectations regarding discipline
- life skills
- hands on experiential learning opportunities
- parent/school connection
- supportive host school
- behaviour modification plan
- work readiness program
- computer lab
- physical education component

Description of Curriculum Program

The delivery of the Apollo program model can be described as "structure in a flexible format".

i) Academic

Ministry mandated curricular outcomes and objectives are modified to facilitate learning in an Alternative Education Program.
Academically, Individual Education Plans provide level appropriate assignments and activities which encourage mastery of basic concepts. The program is flexed to accommodate group and individual learning. Skills are taught and practised in a cross-curricular method.

ii) Social/Emotional

Apollo students experience a positive classroom environment. There is a behaviour management/ modification system monitored daily, weekly and monthly. Program staff are role models and provide positive reinforcement and on-site conflict resolution. Individual social/emotional support to students is provided by program staff.

In a group setting, students are exposed to appropriate social skills (e.g. feeling awareness, anger management, problem-solving, decision, and conflict resolution) through teaching, modeling, rehearsal, and reinforcement.

On going liaison and support is provided to parents by staff.

iii) Work Readiness

The work readiness component of the Apollo program includes the following features:

- interest inventory
- skill aptitude tests
- vocational exploration through class work, software programs and exposure to workplace environments via job shadowing, and on-site visits
- linkage between academics, areas of strength and job interests
- development of individual work readiness plans
- rehearsal of required social skills
- exposure to job preparedness skills (workplace expectations, working co-operatively, attendance and promptness, responsibility, following directions, problem-solving, appropriate language and attire, safety issues, etc.)
- exploration of entrepreneurial skills and opportunities
- development of employment skills (e.g. First Aid Training)
- exposure to job hunting skills (resume, application, social insurance application, employment ads, Youth Employment Centre)

8-6

Evaluation of Apollo
(Mid-year, Jan. 31, 2001)

A. *Quantitative Evaluation*

A. 1. *Attendance*

a) ***Apollo students versus Control Group***

The attendance records of Apollo students were compared to the attendance records of other students with attendance problems at Tweedsmuir and Prince of Wales schools for the period of September 2000 – January 31, 2001.

The results are as follows:

- Apollo Students attended 70% of the time
  n = 12
- Control Group attended 41% of the time
  n = 17

Observations

- Apollo students have significantly higher attendance rates when compared to non-attending students in regular schools.
- Apollo students will travel out of their neighbourhood catchment area in order to attend Apollo.
- Fourteen of the fifteen Apollo students returned to Apollo on the very first day of school following the end of the job action; the fifteenth student returned the following day.

b) ***Apollo students (Attendance pre and Apollo)***

There are fifteen students in Apollo. Three of the students have continued in Apollo from last year, and have maintained their improved attendance rates when compared to their attendance rates prior to attending Apollo; they are not included in this data. Three other students have recently started at Apollo and are therefore not included in this comparison. The following chart displays the absence rate of the remaining 9 Apollo students.

Student Attendance (Pre Apollo vs. Apollo)

*This chart displays the number of days present **BEFORE** entering the program and **during the** program enrolment of this term.*

Student	*Pre-Apollo*	*Attendance Rate*	*In Apollo (September 2000 to January 2001)*	*Attendance Rate*	*Change in Attendance*
A	106.5/189	57.3%	52/56.5	92%	+ 34.7%
B	129.5/189	68.5%	50.5/56.5	89%	+ 20.5%
C	72/189	37%	19.5/44.5	44%	+ 7%
D	131.5/189	69.6%	42/44.5	94%	+ 24.4%
E	143/189	76%	32.5/44.5	73%	- 3%
F	52/189	28%	21.1/44.5	48%	+ 20%
G	106/189	56%	40/44.5	90%	+ 34%
H	113.5/189	60%	27/44.5	61%	+ 1%
I	118.5/189	62.7%	31.5/56	58%	- 4.7%

Observations:

Of the 9 Apollo students whose attendance rates were compared pre and Apollo, 7 of them have increased their attendance rates an average of 20.2%. The 2 students who experienced an decrease in their rate of attendance did so at an increase of 3 and 4.7% respectively.

A. 2. Academic Progress Summary: IEP Expectations

Every Apollo student's academic progress is evaluated in accordance to their I.E.P. This chart summarizes each student's academic progress in 5 curriculum areas. The rating scale used is: meeting expectations (+), not meeting expectations (-), and exceeding expectations (++). The rating has been based upon the student's academic performance related to specific expectations as set out in their I.E.P.

	Creative Writing	Spelling	Reading Comp.	Number Sense and Numeration	Geometry and Spatial Sense
Student A	+	+-	+	+	+
Student B	-	-	-	-	-
Student C	+	-	+	+	+
Student D	+	+	-	++	++
Student E	+	+	-	+	-
Student F	+	+-	+	++	+
Student G	++	+	+	++	+
Student H	-	-	+	+	++
Student I	++	++	++	++	++
Student J	-	-	+	+	-
Student K	++	+	+	++	++
Student L	+	+-	+	+	+
Student M	++	++	+	+	++
Student N	-	-	-	+	++

Observations:

This chart indicates that overall, 75% of I.E.P. expectations are being met.

A3. Academic Progress Survey: Standardized Data

An additional method of academic evaluation is through the use of standard testing upon entry and part way through the school year. The following chart is a summary of academic progress of six (6) Apollo students who have been enrolled in the program from September 2000. Each student has two (2) sets of results for each area. Test 1 is a pre-test administered upon program entry in September. Test 2 was administered at the end of January 2001.

This evaluation was not completed with all students because of the staggered entry. This data must be considered in light of the "starts and stops" for the students over the "term" period of September to January (e.g. staggered entry, labour dispute/job action of four weeks, holiday breaks).

	Student A	Student B	Student C	Student D	Student E	Student F	Group Average Growth Change for the 3 months
Decoding Test 1	6.7	3.8	3.1	5.4	4.1	6.5	.17
Decoding Test 2	6.8	3.7	3.1	5.9	4.3	6.8	
Reading Comprehension Test 1	3.9	3.6	4.0	5.1	4.0	6.5	.18
Reading Comprehension Test 2	4.0	3.8	4.6	5.3	4.0	6.5	
Math Calculation Test 1	5.4	5.6	5.4	5.2	4.9	7.1	.35
Math Calculation Test 2	5.8	6.1	6.1	5.1	5.2	7.4	
Applied Math Test 1	5.8	6.3	6.3	4.9	5.0	7.0	.2
Applied Math Test 2	5.4	7.0	6.9	5.3	5.0	6.9	

B. QUALITATIVE EVALUATION

B1. Apollo Parent Perspective (10 respondents)

A survey was sent home to parents, and the following feedback is based on ten respondents.

- All parents believe that their child's attendance has increased (2) or increased dramatically (8).
- Eight (8) parents believe that the number of their child's suspensions has decreased (3) or decreased dramatically (5).
- All parents believe that their child's positive attitude towards school has increased (4) or increased dramatically (6).

Changes in their child noticed by parents are:

- seems to enjoy school more (30%)
- have a better attitude towards school (50%)
- don't have to fight to get him out the door (20%)
- not involved in criminal activities (10%)
- respect people and belongings more (10%)
- more outgoing (10%)
- doing homework (10%)

What would have happened with your child if they were not in Apollo?

- He would continue to skip, be sent home, leading to quitting school at an early age
- Big trouble! No attendance, major suspension and bad attitude towards academics (30%)
- My child would not be attending school and would stay in bed all day if it weren't for the Apollo Program (30%)
- He would be involved in criminal activities (10%)

What do you like best about Apollo? *(parental quotes)*

- It has helped keep my child in line and out of trouble
- They (staff) work with any problems I have with my child
- The work and time spent are worthwhile
- Open concept learning program
- A flexible program that keeps their students interested in attending school
- It has made my child a better person who has a sense of responsibility
- One-to-one teacher and child
- Teacher is involved with parents
- There are no suspensions

B2. Apollo Student Perspective (15 respondents)

Every Apollo student completed a survey. The following results are a summary based upon fifteen respondents.

Apollo students reported that what they like best about the program are the non-traditional aspects of school the most, followed by staff, then school-related items. It is impressive that 33% of Apollo students admitted to liking traditional items such as Math, Spelling, and Journals.

Apollo students report that they are learning:

- how to be on time and come to school every day (73%)
- how to solve Math problems (53%)
- how to handle their anger (53%)
- about the world of work (53%)
- all the different jobs that they would want to do (53%)
- how to get along with other people (47%)
- how to challenge themselves (47%)
- how to solve problems on the computer (33%)
- how to do creative writing (27%)

All students indicated that they like coming to Apollo and gave the following reasons:

- I like the staff and students (20%)
- It's a good class/cool fun/I look forward to coming (40%)
- I get help here sometimes (7%)
- It's different from regular school/regular teachers (13%)
- I work at my own pace (7%)

Students report that Apollo is important to them because (quotes):

- It gives kids a place to go when they don't want to go to school
- It is letting me get the education that I need
- It helps me to learn about the working world
- It helps me to learn
- If I had to stay at Prince of Wales, I would still not be going
- It helps me with my problems
- I would not come to school
- It is fun, it always has action and the teachers are awesome
- If I wasn't here, I wouldn't be going to school
- It helped me – I never came to school and now I come everyday
- I work at my own level

B3. Sending School Perspective

Sending school principals indicated that if their students had not been accepted into Apollo they "would definitely not be in attendance and would likely be repeating". In addition principals stated that the demand on secretarial, social work, and principal's time was decreased as a result of their non-attending students being at Apollo.

B4. Apollo Staff Perspective Successes and Challenges

The staff believes that the Apollo program is a highly effective alternative education program. The needs of this specific population are being met as evidenced by the following successes:

- significant improvement in attendance
- improved home-school connection
- students doing academic work at appropriate level, students begin to see measurable progress
- some students showing initiative regarding task completion
- literacy and problem-solving exercised in computer based applications
- team work and appropriate risk-taking
- increased awareness of potential career options
- student exploration of entrepreneurial opportunities
- student ownership/identification with Apollo
- students talking about high school and graduation
- some students beginning to identify themselves as students; and
- increased acceptance of Apollo students in school community
- greatly reduced number of student suspensions

B5. Apollo Graduates

Eight students graduated from Apollo in June 2000. The students continue to attend school, (i.e. one in vocational school, one in SALEP, four in Secondary schools attending regularly and achieving credits). Two of the graduates are not in school, (ie. one student is incarcerated and one student is not attending school due to school phobia). For the latter two students these are the same issues that negatively impacted on their attendance while at Apollo.

It appears therefore that students who have improved their attendance while at Apollo continue to maintain good attendance records.

8-12

SUMMARY

We are honoured to be recognized in the *Policy of Best Practice on Truancy document* from the office of the Provincial School Attendance Counsellor, Ministry of Education, December 2000.

We believe that the Apollo Program provides a meaningful and effective school experience where students can reconnect themselves to school, learn, and begin to plan for their future. Apollo students, their parents, and school staff believe that Apollo has made a significant difference in student attendance and subsequent academic progress. Based on the continued attendance and academic progress of Apollo graduates, it appears that they are likely to continue achieving positive results in secondary school placements.

We would therefore recommend that:

1. The Apollo Program continue to service the needs of this population;

2. The Apollo Program continue to be located at Tweedsmuir Middle School:

3. The Apollo Program extend service to non-attending students of City West and City East clusters; and

4. Research continue to evaluate the effectiveness of the Program.

#9

Hamilton-Wentworth District School Board

Approved for distribution by the Director.
Signature: M. Matier
Date: 26/04/01

Memorandum

To: Merv Matier, Director of Education and Secretary

From: Chuck Reid, Superintendent of Education
Gail Belisario, ESL/NSL/Antiracism Consultant

Date: May 5, 2001

Re: Update - Antiracism and Ethnocultural Equity Policy

Recommended Action:

Moved by _____, that the Board agree to establish a representative committee to develop an *Equity Policy* for the Hamilton-Wentworth District School Board.

Moved by _____, that the 'Equity Policy Committee' consider the work of the 'Antiracism and Ethnocultural Equity Policy Steering Committee' when developing the *Equity Policy* .

1.0 Background Information

1.1 The Ministry of Education and Training requires that each Board establish an Antiracism and Ethnocultural Equity Policy.

1.2 It was the recommendation of the Local Education Improvement Committee Report that the Antiracism and Ethnocultural Equity Policy be one of the first policies developed. At the December 16th, 1999, Board meeting it was moved that the membership of the Antiracism and Ethnocultural Equity Steering Committee be accepted.

1.3 Dr. Elizabeth Bond established a *Steering Committee* to examine past policies and practices of the former Hamilton Public School Board and the former Wentworth County School Board.

Steering Committee Members:
M. Rehill, Secondary School Principals
L. Reed, Elementary School Principals
T. Ayers, O.S.S.T.F.
G. Mathieson, H.W.E.T.L.
J. Lovell, H.W.E.T.L.
D. Forewell, O.P.E.I.U.
C. Sims, Ontario Curriculum
H. Gregerson, Social Work Services
M. Middlemiss, P.A.S.S.
R. Mulholland, Trustee
M. Madamba-Wakeham, Community Representative
M. Wasuge, Community Representative

1.4 Dr. Elizabeth Bond established a *Validation Committee* comprised of all employee groups and the diverse community to review and validate the draft policy created by the Steering Committee.

Validation Committee Members:
D. Booth, Elementary Principals
G. Boyce, H.W.E.T.L.
T. Childs, H.W.E.T.L.
N. Rookwood, O.S.S.T.F.-O.C.T.U.
J. Bishop, Trustee
M. Webber, Community Representative
M. Wasuge, Community Representative
L. Gudge, Community Representative
N. Pai, Community Representative
M. Pai, Community Representative

1.5 In November 1999, the "Draft" Antiracism and Ethnocultural Equity Policy was forwarded to Chuck Reid, Superintendent of Education responsible for the Antiracism Portfolio, and to Gail Belisario, ESL/NSL/Antiracism Consultant, to complete the development and consolidation process.

1.6 The "Draft" Antiracism and Ethnocultural Equity Policy was presented to the Steering Committee in February 2000 for review of the document and to complete the validation process.

1.7 A series of meetings were scheduled for the Steering Committee to make changes as a result of the validation process commencing February 4th, 2000, and ending Tuesday, February 6th, 2001.

1.8 The Validation Committee and Steering Committee met on May 30th, 2000, to review the "Draft" document.

1.9 Members of the Validation Committee joined the Steering Committee to make final revisions to the document prior to its presentation to Planning Council in October 2000.

1.10 The "Draft" Antiracism and Ethnocultural Equity Policy was presented to Planning Council on Tuesday, October 17th, 2000.

1.11 Suggested changes and recommendations presented by Planning Council were brought to both the Steering and Validation Committees on Wednesday, January 17th, 2001.

2.0 Current Information

2.1 After a great deal of discussion, it became apparent to the members of Executive Council that the issues being addressed in the proposed Antiracism and Ethnocultural Equity Policy should be more inclusive.

2.2 The proposed policy does address the equity principles of minority groups identified by race, creed, colour and religion, but omits other groups identified by sex or handicap.

2.3 The discussion lead to an agreement that an *'Equity Policy'*, similar to one being created by the Toronto District School Board, would address issues related to race and culture, and other groups who may fall victim to discrimination.

2.4 The 'Equity Policy' Steering Committee will be managed by the Superintendent responsible for Antiracism and Ethnocultural Equity. Committee membership would include:

- 1 Superintendent
- 1 Consultant
- 1 Representative from O.P.-21
- 1 Representative from H.W.P.A.
- 1 Representative from O.S.S.T.F.
- 1 Representative from H.W.E.T.L.
- 1 Representative from O.P.E.I.U.
- 1 Representative from C.U.P.E.
- 1 Representative from P.A.S.S.
- 1 Representative from O.S.S.T.F. - O.C.T.U.
- 1 Representative from P.S.S.P.
- 2 Representatives from S.E.A.C.
- 1 Trustee
- 3 Representatives from the Community
- 2 School Council Representatives
- 1 Home and School Representative
- 1 Representative from Diverse Community Achievement Centre of Hamilton and Region, Inc.

3.0 Future Plans

3.1 The 'Equity Policy' Steering Committee is to consider the work of the Antiracism and Ethnocultural Equity Steering Committee.

3.2 A progress report of the 'Equity Policy' Steering Committee will be made to the Board by December 2001.

#10

Approved for distribution
by the Director
Signature: [signature]
Date: 26/04/01

MEMORANDUM

TO: Merv Matier, Director

FROM: Marguerite Botting, Superintendent of Instructional Services

DATE: 2001 05 03

RE: **UPDATE ON PSYCHOLOGICAL SERVICES REVIEW**

RECOMMENDATION:

Moved by _____ that the "Update on Psychological Services Review" be received for information.

The intent of this update is to describe the process that has been underway for the Review of Psychological Services. The commitment to a Review was made when the moratorium on psychoeducational assessments was implemented. The Review addressed accountability, as the school staffs with whom we work wanted an opportunity for input regarding the best model of delivery for supporting students and school staff.

The attached report describes the Review process in four components:

1. Preparation for the Review
2. Examination and analysis of various elements
3. Development of service delivery model
4. Implementation and evaluation of the chosen delivery model.

The final report for the Psychological Services Review will outline the findings of the various surveys, current research, best practices, other Board practices and the discussion points of a Principal focus group. Implications and analysis of the findings will be considered. Consultation for the delivery model will be broadly discussed through the clusters as well as with the Principal focus group. SEAC will be included as one of the feedback groups.

The conclusions and the implementation plan for changes in the delivery model for Psychological Services will be presented to the Education Committee. Recommendations, rationale and supporting data for a best practices service delivery model will be included.

:a

10-1

Board Presentation: Psychological Services Review and Model Building

Preliminary Report – 2001 May 03

The impetus to embark on this process of review was fostered by a heightened awareness of the growing wait list demands and the limited resources to address this need. It was decided to take a proactive stance and to review our practices and evaluate our current status. It was important that the review of Psychological Services be as comprehensive as possible in that the information gathered would situate the department in the interim and provide guideposts for longer-term objectives. The purpose of the review was:

- To assist in addressing wait list demands
- To examine our services from our stakeholders' perspectives
- To situate ourselves in the context of other school boards and current "best practices"

Members of the Psychological Services Department bring unique knowledge of child development, learning theory, assessment and diagnosis, behavioural analysis, understanding of individual differences, research expertise and knowledge of emotional functioning to their roles in the HWDSB. They are committed to focus on the present situation and obligated to adopt a longer-range focus in order to best serve students and schools.

The current climate in school boards and across other institutions fosters the motto "doing more with less." This motto appears to cater to fiscal sensitivities. However, there needs to be a balance found when delivering services to students and schools between fiscal responsibility and striving for "best practices." We must resist "short-term fixes" and focus on long-term flexibility and providing the greatest impact in the system.

Members of the department committed themselves to a rigorous process of review outlined by four distinct phases. The major components are described below.

1. Preparation for the Review

This phase of the action plan encompassed ensuring administrative support for the review, defining tasks and work groups, clarifying roles and enhancing commitment and establishing time lines for the review process.

2. Examination and Analysis of Various Elements

This phase involved data gathering and analyses of information. Key components are briefly described below.

- Review of records of departmental planning and review sessions

- Survey of system stakeholders
  Surveys were sent to all system stakeholders. We were gratified in receiving a 44% rate of response, which is considered good. Among the respondents from the 12 stakeholder categories were 50% school administrators, 72% Learning Resource Teachers and 29% Special Education Teachers.

  Fifty-one percent of stakeholders responded to our invitation to add comments to the survey. Comments were qualitatively categorized into six themes.

  Twelve principals (12) met as a focus consultation group to provide feedback and recommendations. They identified six areas of need for psychological assessments.

- Parent Satisfaction Survey
  Parents were surveyed by mail with a questionnaire. A small sample of parents responded (23.3%). They represented parents of SK to Grade 5 students predominantly (76.5%).

- Survey of providers of Psychological Services in other school boards
  We were particularly interested in learning how other school boards managed their service delivery within the context of fewer resources and greater demands for service. Data gathering methods included survey of school boards, use of data from a survey conducted provincially (23/44 boards responded), staffing ratio survey and personal communications. We also hosted a meeting with representatives from The Peel District School Board.

- Workload comparison:
  We reviewed caseloads in a number of school boards. It was very important to find out that the members of the HWDSB Psychological Services are very productive providing considerably more assessments than the average per Psychoeducational Consultant.

- Review of current literature for best practices in school psychology
  In surveying other school boards and reviewing the literature, a best practices model of psychological service delivery is a comprehensive service to students, teachers and schools. Psychological Services in school boards across this province strive to adopt a best practices model which focusses on improving the learning of all students, not just a core of students. Consultation to school personnel is crucial as are these other components: assessment, other direct services (e.g., counselling, crisis intervention), prevention, research, liaison and co-ordination, continuing professional development, supervision/training and mentorship, accountability and high visibility.

3. Development of Service Delivery Model

This phase focusses on the development of a continuum of service delivery models ever mindful of attempting to provide a best practices service delivery to students and schools.

4. Implementation and Evaluation of Chosen Delivery Model

#11

Approved for distribution
by the Director.
Signature: M. Matier
Date: 26/04/01

The Hamilton-Wentworth District School Board

M e m o

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources

Date: May 1, 2001

Re: **Staffing Report – Full-Time Equivalent Positions**

Recommended Action:

Moved by:_____

That the April, 2001 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of April, 2001.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

	2000 ACTUALS				2001 ACTUALS								2000/2001
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	Approved F.T.E.
Teachers - Elementary	2,011.30	2,073.70	2,073.70	2,073.70	2,073.70	2,074.70	2,074.70	2,074.70					2,075.00
Teachers - Secondary	1,243.34	1,243.34	1,243.34	1,243.34	1,243.34	1,225.14	1,225.14	1,225.14					1,247.00
Teacher Assistants	392.00	420.00	420.00	420.00	420.00	420.00	421.00	421.00					421.50
Professionals & Paraprofessionals	116.80	116.80	117.30	117.30	117.30	117.30	117.30	117.30					117.30
School Administration	411.93	411.93	411.93	411.93	411.93	411.93	411.93	411.93					410.93
Consultants & Special Assign. Tchrs.	33.00	34.00	34.00	34.00	34.00	34.00	34.00	34.00					34.00
Board Administration & Governance	152.00	152.00	152.00	152.00	152.00	153.00	153.00	153.00					153.00
School Operations	481.75	481.75	481.75	481.75	481.75	481.75	481.75	481.75					480.88
Continuing Education	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87					4.87
Transportation	1.25	1.25	2.25	2.25	2.25	2.25	2.25	2.25					2.25
Total Full Time Equiv. Positions	**4,848.24**	**4,939.64**	**4,941.14**	**4,941.14**	**4,941.14**	**4,924.94**	**4,925.94**	**4,925.94**					**4,946.73**
Staff on Loan (recoverable)	15.38	16.38	16.38	16.38	16.38	16.23	16.23	16.23					

Prepared by Human Resources - May 1, 2001

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GOVERNMENT DOCUMENTS

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EDUCATION COMMITTEE
Thursday, June 7, 2001

7:00 p.m.	**A G E N D A**	**7:00 p.m.**
1.	Call to Order	E. Johnstone
2.	Approval of the minutes of May 3, 2001	
3.	Business Arising from the Minutes	
4.	Approval of Agenda	

DELEGATION:

5. J. Manchester re Proposed Two Triple-Split Classes at Lynden School for September, 2001
6. Janis Criger re Recent Cuts to Special Education Programs

ACTION ITEMS:

7.	Principal/Vice-Principal Competencies	N. Campbell
8.	Policy Against Harassment	N. Campbell
9.	Appropriate Dress Policy	P. Gillie
10.	Review of French Immersion in the Hamilton-Wentworth District School Board	K. Croxall
11.	Report of the Early Learning Advisory Committee *(to be delivered to trustees next week)*	C. Reid
12.	Removal of Mid-Day Transportation on Kindergarten Delivery Model	C. Reid
13.	Interim Report of the Continuing Education Review Committee	E. Bond
14.	Continuing Education 1999-2000, Program and Financial Year End Report	E. Bond
15.	Psychological Services Review – Part A	M. Botting
16.	H.O.M.E. Alternative Program Proposal (Home Opportunities for Modern Education)	C. Reid/W. Joudrie
17.	Request for Update re Vocational Programs	L. Orban
18.	Notice of Motion	I. Thompson
19.	Staffing Report – Full Time Equivalent Positions	D. Grant

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

20. Public Questions for Clarification

Future Meetings:

Business Committee	June 19, 2001	6:00 p.m.
Special Education Advisory Committee	June 20, 2001	7:00 p.m.
Board	June 28, 2001	8:00 p.m.

MINUTES OF THE EDUCATION COMMITTEE
MAY 3, 2001

Those present: Eleanor Johnstone (Chair), Judith Bishop, Wayne Marston, Ray Mulholland, Lillian Orban, Ian Thompson and Reg Woodworth.

Regrets: Robert Barlow, Wes Hicks, L. Peddle and Bruce Wallace.

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services), K. Bain (Superintendent of Education – County West), E. Bond (Superintendent of Education – Secondary East), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), P. Gillie (Superintendent of Education – Mountain East), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

1. Call to Order

E. Johnstone called the meeting to order at 7:06 p.m.

2. Approval of the minutes of April 5, 2001

It was moved by J. Bishop: That the minutes of April 5, 2001 be approved.
CARRIED.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

It was moved by R. Woodworth: That the agenda be approved as presented.
CARRIED.

PRESENTATION

5. Science Olympics

K. Croxall introduced Mary-Jean Tyczynski, Ontario Curriculum Consultant, to present the Science Olympics information.

At this time, M.J. Tyczynski recognized Claude Mongeon and Patrick Hanson from the Information Technology Department for their work on the CD that was distributed to all schools that participated in the Science Olympics. She stated the successes of the day included the opportunity to work collaboratively, being able to share something fun about science, excellent coverage from The Hamilton Spectator and Cable 14 and the opportunity for 300 students to participate in this event.

At this time, K. Croxall thanked Mary Jean for her leadership in curriculum development. She advised members that Mary Jean would be retiring this June and what a huge loss to the system this will be. Her experience and expertise on many committees have been in demand and have encouraged many people through the changing times. She wished Mary Jean well in her upcoming retirement.

W. Marston commented on the diversity a project like this brings to students which then leads to the betterment of a community. He thanked M.J. Tyczynski for the encouraging presentation.

ACTION ITEMS:

6. Principal/Vice-Principal Selection – Principal Competencies

N. Campbell outlined the report.

> **It was moved by R. Woodworth: That the "draft" Principal/Vice-Principal Competencies replace the competencies currently used in the promotion process, and that they be forwarded to the Joint Advisory Committee.**

R. Woodworth asked if this was the complete policy. N. Campbell responded this replaces the competencies in the promotion process with a basis for building all policies surrounding the promotion process.

Noting the competencies are very detailed, R. Woodworth asked how interviewers utilizing these competencies would be trained. N. Campbell responded the intention of the selection committee is to look at a variety of possibilities, for example, a 360-degree evaluation. Specifically, each person involved would be surveyed leading to a strong indicator of where a person might be.

W. Marston asked if this program is weighted in a way that our teachers will have a good opportunity at promotion. N. Campbell clarified there are two Leadership Development courses, introductory and advanced. She affirmed that internal candidates would have the advantage of internal leadership programs and mentorship from the Board's own administrators.

To the motion, **CARRIED**.

7. Draft Policy Against Harassment

N. Campbell outlined the policy.

> **It was moved by R. Woodworth: That the "Draft" Policy Against Harassment be forwarded to the Joint Advisory Committee.**

In response to a query, N. Campbell clarified that pending approval of this Policy, there are tentatively scheduled dates for training of supervisory staff, principals and managers. She added that once this training is complete all other staff would be trained. She emphasized that as an organization we have a responsibility to ensure harassment doesn't take place and this policy was written in order to ensure a clear statement about harassment.

L. Orban asked how the collective agreement fits in with this policy. N. Campbell responded that if there were to be any disciplinary action the employee would be reminded of their right to have a union representative present.

To the motion, **CARRIED**.

8. APOLLO Program

Speaking to the APOLLO Program, C. Reid reminded members this project has been operating with a high degree of success. He then called upon M. Powell, Manager of Social Work Services, to present the report.

Referring members to page 8-4, M. Powell noted the program begins with students and endeavours to provide hooks for the students working on social and academic skills.

It was moved by R. Mulholland:
(a) That the APOLLO Alternative Education Program situated at Tweedsmuir School continue for the 2001-2002 academic school year.

(b) That the APOLLO Alternative Education Program situated at Tweedsmuir School be included in the alternative education review taking place during the 2001-2002 academic year.

L. Orban asked how this program differs from SALEP. M. Powell responded this program is modelled on the success of SALEP; however, the students attending APOLLO are not yet 14 years of age. Also, students are expected to attend full-time and hopefully reconnect with their home school.

M. Powell affirmed that the Provincial School Attendance Counsellor is creating a 'best practices' document in which the APOLLO Program is referenced.

J. Bishop wondered how this program differed from students attending a Behaviour Education Class. M. Powell clarified that this is an alternative program that looks at the student first as opposed to the behaviour of a student.

R. Woodworth commented on the excellence of the report and his appreciation of the program. He wondered, however, as staff are having to be reduced how this program may be impacted. C. Reid responded that the APOLLO program should be included in the Alternative Education Review.

Responding to a query as to how the expansion of the program would be funded, C. Reid clarified that the APOLLO program itself is not expanding; rather, the opportunity for more schools to be included for consideration for the 12 openings offered is expanding.

R. Woodworth asked what happens to a student who has completed the APOLLO program. M. Powell responded that a large number of these students have success as they enter another alternative program or high school.

R. Mulholland expressed concern that the Alternative Education Review may pit one program against another. He felt there should be a comprehensive report on each program and that each program should be supported.

C. Reid clarified the intent is to evaluate what the system is offering, not to choose one program over another.

To the motion, **CARRIED**.

9. Update - Antiracism and Ethnocultural Equity Policy

C. Reid presented the report. After working almost two years on this document and after much discussion it is felt that this Board should be developing a policy of equity. The current draft policy omits issues such as gender, handicap and other areas of discrimination. He stated that the

committee would create a more inclusive policy with a progress report to be presented by December 2001.

It was moved by R. Woodworth:
(a) That the Board agree to establish a representative committee to develop an *Equity Policy* for The Hamilton-Wentworth District School Board.

(b) That the 'Equity Policy Committee' consider the work of the 'Antiracism and Ethnocultural Equity Policy Steering Committee' when developing the *Equity Policy*.

J. Bishop commended the committee on their hard work including the importance of looking at equity in a wider fashion.

L. Orban suggested consideration of a different title.

To the motion, **CARRIED**.

10. Update on Psychological Services Review

M. Botting noted the waiting list became so long in the Psychological Services Department. Recalling the department had pledged to provide a review, she indicated this is an outline of the review. Part A talks about the internal review and Part B is the external piece.

J. Bishop asked when a full report would be brought forward. C. Gudas-Murphy responded in June 2001.

J. Bishop presumed these recommendations would have budget implications. M. Botting felt the review is actually an analysis of how we work across the system and how best this task can be accomplished.

J. Bishop felt the report wasn't clear as to a review of how this service fits with the other special services and hoped that other support services within the Board would be included.

M. Botting affirmed there would be an impact summary included in the report.

It was moved by R. Woodworth: That the "Update on Psychological Services Review" be received for information.
CARRIED.

11. Staffing Report – Full Time Equivalent Positions

It was moved by R. Woodworth: That the April, 2001 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.
CARRIED.

At this time, R. Mulholland advised members that the OPSBA conference would be held on June 14, 2001, the evening of the Business Committee meeting. Members agreed to consider another evening in June for the Business Committee.

Adjournment

It was moved by R. Woodworth: That the meeting be adjourned at 8:29 p.m. CARRIED.

kc

D E L E G A T I O N

EDUCATION COMMITTEE
2001 06 07

#5

Date: Wednesday, May 23, 2001

To: Education Committee
Hamilton-Wentworth District School Board

Re: Request for Delegation Status
At Thursday, June 7, 2001 Meeting

Subject: The concerns of Lynden Public School Parents regarding the proposed creation of two triple-split classes for September 2001.

Points of discussion:

1. Brief background
2. Loss of a teacher
3. Concerns about educational soundness
4. Comparisons to other Boards
5. Suggestions for catchment re-definition
6. Call to action from the Committee

#6

BROCK and JANIS CRIGER

May 18, 2001

BY FACSIMILE TRANSMISSION ONLY

Hamilton-Wentworth District School Board
100 Main Street West
Hamilton, Ontario L8P 1H6

Attention: Ms. Ruth Millar

Dear Ms. Millar

Re: Education Committee Meeting
June 7, 2001

I would like to be placed on the agenda for the above meeting, to speak to the Board of Trustees about the recent cuts to the Special Education Programmes of the Hamilton-Wentworth District School Board. I anticipate that one other person will speak to this issue with me.

Please confirm that we will appear on the agenda. Please advise what requirements we must meet in order for our presentation to be considered by the Board.

Thank you.

Yours truly

"Janis P. Criger"

JANIS P. CRIGER

6-1

PRESENTATION TO THE EDUCATION COMMITTEE OF THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

June 7, 2001

Speaker: Janis P. Criger

Status: Representative of a Group of Special Needs Parents

Special Needs Parents are concerned about the cuts to the various classes, and the location(s) of the remaining classes available to Special Needs Students.

I am a user of the Gifted Programme. I do not wish to address personal or individual concerns this evening, because the issues arising from the cuts are common to the non Section 27 Special Needs Programmes presently offered by the Board.

The Recommendations Made

1. Cut SLD Communication Classes from the primary level completely
2. Increase Comprehensive Intellectual Students' Self-Contained Classes by 4 classes
3. Cut Gifted Self-Contained by 3 classes
4. Move Autistic Programming from the primary level to combined primary/junior and increase Self-Contained Classes for Autistic Students by 2 classes

The Effect of Following the Recommendations

1. SLD Communication Students will not be identified or congregated until Grade 4 at the earliest. This does not meet the needs of this group. It leaves the students and parents without meaningful assistance for the first five years of the respective student's schooling. Common sense suggests that a five-year delay in identification and congregation will make remediation more difficult. Spots now available in SLD Communication are 34 Classes times 25 Students or 850 spots Board wide for 5 full Grades

2. Comprehensive Intellectual Students are being segregated. Since 1985, the Board's policy has been to integrate this group of students, rather than segregate the group

3. Gifted Students are left without real access to self-contained programming. The cuts mean that there will be about 25 spots to serve Grade 4 and 5 for the whole Board, and about 100 spots to serve all of Grades 6, 7 & 8 in this Board. The resulting 'waiting lists' show that the needs of this group are not being met by the Board. Spots available for Gifted Students now number 5 Classes times 25 Students or 125 spots Board wide for 5 full Grades. There are already more than this number identified

4. Autistic Students are also being segregated by increases in self-contained programming for this group.

Systemic Concerns

1. In areas where research has shown benefits from self-contained programming, and stakeholders have consistently requested self-contained programming (e.g. Gifted and Learning Disabled) access to self-contained programming is being curtailed or denied

2. In areas where the Board's philosophy for the past twenty years has been to integrate students (e.g. Comprehensive Intellectual and Autistic) and where stakeholders have consistently requested greater integration, the students are being segregated

3. The self-contained classes which are offered are remote from the users, and do not permit a student using the classes to follow a 'school path' from primary to intermediate and then to secondary. This violates the Board's own policy on self-contained programming

Systemic Result

The Hamilton Wentworth District School Board will no longer be an attractive option for those seeking public educational services. Decreased enrollment means decreased funding, leading to further cuts.

Action Request

The Trustees should ask the Staff to report on the following:

1. What Board policies and guidelines Staff has followed in making these cuts. For example, the 'school path' policy of February, 2001 is clearly not met by the current recommendations. These recommendations also do not conform to the Board's stated objectives (May 24, 2001) to 'deliver quality programs that result in improved performance by all students'.

2. What policies Staff followed in imposing increased segregation on Special Needs Students (Autistic & Comprehensive Intellectual) who have been shown to benefit from inclusion in regular programming.

3. What policies Staff followed in decreasing congregation of students who have been shown to benefit from self-contained programming (Gifted and SLD)

A C T I O N I T E M S

EDUCATION COMMITTEE
2001 06 07

#7

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for distribution by the Director.
Signature: [signature]
Date: June 1/01

TO: Merv Matier, Director of Education

FROM: Nora Campbell, Superintendent of Education

DATE: May 2001

RE: ***PRINCIPAL / VICE-PRINCIPAL COMPETENCIES***

Recommended Action:

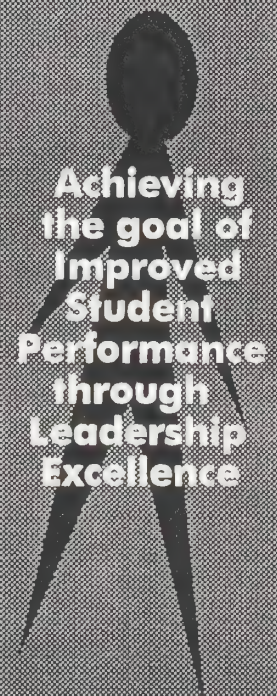
Moved by _____, that the "draft" Principal / Vice-Principal Competencies replace the competencies currently used, and that they be approved.

Background:

These competencies have been scrutinized by both the Joint Advisory Committee and Executive Council. Both groups endorsed the document without any recommended changes.

It is our intention to devise and recommend a Principal/Vice-Principal Selection Process on these competencies.

Principal Leadership



Achieving the goal of Improved Student Performance through Leadership Excellence

The Hamilton-Wentworth District School Board

Competency Model

Personal Leadership

- Achievement Orientation
- Action Orientation
- Continuous Growth
- Creativity
- Equity Perspective
- Integrity
- Self-Knowledge
- Systems Thinking

Interpersonal Leadership

- Coaching
- Communication
- Conflict Management
- Decision-Making
- Problem-Solving
- Relationship Building

Organizational Leadership

Operations

- Financial Management
- Health and Safety
- Human Resource Management
- Information Management
- Physical Plant Management
- Regulations/Policies/Procedures
- Time Management

Strategic Focus

- Change Management
- Political/Social/Legal Responsibilities
- School and Community Partnerships
- Technological Learning

Instructional Leadership

Learning Organization

- Community Development
- Culture Management
- Diversity Commitment
- Empowerment
- Team Leadership
- Vision Building

Student Performance

- Instruction
- Monitor and Review
- Special Education
- Staff Development
- Student Evaluation and Assessment
- School Improvement Planning

Principal Leadership Competency Model

Measurable or observable characteristics which predict effective work-place performance include the knowledge, skills, and behaviours that are required now and in the future to achieve organizational objectives.

The competency model was developed using a broad research base. It has been refined and modified with reference to other models in a variety of educational, government, and corporate organizations. In the model, four dimensions are identified to organize and describe effective leadership practices. Each dimension contains a number of related competencies which identify what successful leaders do and the characteristics that contribute to superior achievement as leaders.

The performance indicators that follow are detailed according to four levels of performance relevant to the specific competency.

Level IV	Consistently demonstrates accomplished leadership behaviours that reflect current and new leadership practices.
Level III	Expands range of practices to share power and responsibility with ease and success.
Level II	Acquires, uses and experiments with a rapidly increasing range of leadership practices.
Level I	Demonstrates a basic range of leadership practices.

Each level reflects a progression in the level of complexity and sophistication.

- from concern for self... to mastery... to impact
- from reactive behaviours... to proactive practice
- from infrequent... to regular application of skills
- confidence and satisfaction
- personal growth
- success

The gap between performance indicators and the employee's current level of performance creates opportunities for professional growth.

The Hamilton-Wentworth District School Board

Personal Leadership

Dimension Components	Levels of Performance			
	Level I	**Level II**	**Level III**	**Level IV**
	Demonstrates a basic range of leadership practices.	*Acquires, uses, and experiments with a rapidly increasing range of leadership practices.*	*Expands range of leadership practices to share power and responsibility with consistent ease and success.*	*Demonstrates accomplished leadership behaviours that reflect effective, current, and new leadership practices.*
Achievement Orientation *The ability to maintain focus, attain high levels of performance, and achieve quality results.*	▸ demonstrates a commitment to excellence in own performance ▸ seizes opportunities ▸ assumes personal responsibility for task accomplishment ▸ seeks feedback to improve performance	▸ works persistently toward agreed-upon goals despite opposition, distractions, and setbacks ▸ consistently recognizes and takes advantage of opportunities to further goals and objectives ▸ anticipates personal and external obstacles ▸ knows when and where to seek help	▸ puts high priority on getting results and displays accountability for these results ▸ bench marks results against external standards ▸ develops and implements long-range plans ▸ evaluates all possibilities for success	▸ benchmarks personal results against internal and external standards ▸ coaches others to reach high levels of achievement
Action Orientation *The inclination and ability to translate concepts and/or needs into concrete change processes.*	▸ recognizes need for improvement ▸ works to meet a set of predetermined standards ▸ demonstrates a propensity to act without prompting	▸ acts decisively on own authority when timely action is needed ▸ sets challenging goals ▸ is persistent in overcoming obstacles	▸ takes calculated risks to move initiatives forward ▸ acts decisively even in uncertain, difficult or unpopular situations ▸ takes initiative to enhance job results, prevent problems and find creative solutions	▸ acts decisively and makes sound judgements in all situations ▸ anticipates opportunities to avoid problems ▸ creates own measure of excellence

Continuous Growth *The practice of constantly challenging one's own learning and risking new behaviours.*	▸ assesses own strength realistically ▸ seeks opportunities to learn ▸ discerns gaps between skills and job requirements	▸ invests in own development ▸ uses a variety of strategies to learn ▸ seeks and uses feedback from others ▸ analyses and actively strives to narrow the skill gap.	▸ achieves a high level of congruence between the requirements of the job and personal proficiencies ▸ maintains high professional standing ▸ supports others in their professional growth	▸ teaches, coaches, and models exemplary practice
Creativity *The incorporation of imagination and innovation into the activities of the workplace.*	▸ makes extensive use of existing information for potential improvements ▸ incorporates others' ideas ▸ explores feasibility of multiple solutions ▸ seeks both logical and intuitive solutions	▸ challenges continuously the way things have been done ▸ exposes self to new ideas and trends ▸ reshapes ideas and information in new ways that reveal new possibilities	▸ fosters the idea that creativity and innovation are part of everyone's job ▸ uses creative thinking as a basis for action in a variety of situations ▸ nurtures and rewards innovation and creativity in others	▸ uses logical and intuitive approaches to create an optimum climate for innovation ▸ creates a climate that encourages imaginative solutions to work-related problems and situations
Equity Perspective *The personal expression of fairness and justice.*	▸ can differentiate between equity and equality ▸ examines self for biases ▸ values others' perspectives and the richness of diversity	▸ seeks to expand knowledge about human rights issues ▸ understands in self and others the consequences of not respecting human rights	▸ challenges inequities and stereotypes ▸ models and expects equitable behaviours ▸ is proactive in promoting equitable practices	▸ discusses openly and is comfortable vis-à-vis equity in the school, workplace and society ▸ teaches and/or coaches equitable behaviours and practices
Integrity *The application of a principle-centred approach including forthrightness, honesty, and ethics in relationships and work.*	▸ uses honest and direct communication ▸ makes promises that can be kept ▸ admits and takes responsibility for mistakes ▸ stands up for what is right ▸ abides by laws, regulations, and policies ▸ protects confidential information	▸ displays ethical behaviour consistently ▸ demonstrates congruence between words and actions ▸ exemplifies fairness and candour is assessing employees' work ▸ follows up with those who question decisions to understand their concerns and to explain the reasons for decisions	▸ lives and works using a personal code of ethics ▸ acknowledges employees who have demonstrated high ethical standards ▸ demonstrates and encourages high standards of honesty, integrity, trust, and respect	▸ discusses ethical issues openly ▸ evaluates own integrity continuously ▸ emulates the highest standard of personal and professional behaviour

Self-Knowledge *The clear understanding of how one thinks, behaves, and acts as an individual and in relation to others.*	▸ appreciates feedback on performance /behaviour ▸ feels responsible for own self-development and well-being ▸ is aware of effect he/she has on others	▸ uses behavioural instruments and models to understand both self and others ▸ uses a variety of tools to recognize own strengths and weaknesses ▸ is aware of own response in cross-cultural contexts	▸ uses knowledge of self to build teams with complementary skills ▸ manages self constantly according to principles of equity	▸ demonstrates continuous self-learning and self-development ▸ develops authentic relationships within a cross-cultural context
Systems Thinking *The discipline of seeing wholes and patterns of interrelationships, and using frames of reference to learn to reinforce or change them effectively.*	▸ creates opportunities to share assumptions and to examine how individual actions and choices reflect assumptions and beliefs about the system	▸ selects improvement efforts based on a system-wide view ▸ comprehends the underlying patterns and processes and how they can be engaged	▸ articulates multiple levels of explanations for complex situations ▸ integrates systems thinking into continuous improvement	▸ changes, integrates, and aligns underlying patterns and processes to support the achievement of the vision ▸ identifies and implements actions that produce significant results

Interpersonal Leadership

Dimension Components	Levels of Performance			
	Level I	**Level II**	**Level III**	**Level IV**
	Demonstrates a basic range of leadership practices.	*Acquires, uses, and experiments with a rapidly increasing range of leadership practices.*	*Expands range of leadership practices to share power and responsibility with consistent ease and success.*	*Demonstrates accomplished leadership behaviours that reflect effective, current, and new leadership practices.*
Coaching *The set of skills and techniques that teach, promote reflection, and influence decision-making and professional behaviour.*	▸ monitors the impact of personal behaviours on others ▸ asks relevant questions ▸ withholds making judgements and evaluations ▸ uses non-verbal communication to enhance relationships ▸ recognizes different point of view ▸ uses coaching in planning	▸ demonstrates effective communication skills (listening, paraphrasing, reflecting feelings, reframing) ▸ formulates well-constructed, non-judgmental questions ▸ identifies and articulates differences in values, beliefs, and styles ▸ builds rapport with others ▸ uses coaching in planning, and reflection	▸ matches other's communication style ▸ is fluent in using a repertoire of questioning strategies ▸ shifts and adjusts language to parallel other's beliefs and styles ▸ assesses quality of rapport ▸ uses coaching for planning, problem-solving, and reflection	▸ uses advanced paraphrasing techniques ▸ uses high-level questioning to access deeper thought processes ▸ works with others in the context of their values, beliefs and styles ▸ matches communication at a variety of levels ▸ uses coaching as dictated by context
Communication *The ability to inform and be informed through locating, selecting, synthesizing, and applying information to enhance the communicative process within the school community.*	▸ listens actively, using appropriate, non-verbal cues ▸ demonstrates tact and consideration ▸ seeks clarification ▸ uses an excellent command of language (oral, written, non-verbal) to prepare and deliver effective communications	▸ listens and responds effectively ▸ is approachable and accessible to stakeholders ▸ seeks clarification with relevant questions ▸ uses a variety of relevant resources, including media and technology to collect data for purposes of making informed	▸ appreciates various perspectives ▸ builds rapport with others ▸ uses a repertoire of questioning strategies while seeking clarification ▸ welcoming to all stakeholders ▸ synthesizes and applies a broad knowledge base	▸ listens proactively and responds effectively to all stakeholders ▸ works with others in the context of their values, beliefs, and styles ▸ uses advanced paraphrasing and reflection techniques while seeking clarification ▸ coaches others to use

	▸ presents arguments / viewpoints logically and convincingly ▸ prepares written responses using a structured format ▸ is able to respond appropriately to others in a variety of contexts within the school	choices and planning ▸ adapts communication style to audiences ▸ establishes clear communication structures within the school and community ▸ responds effectively to spontaneous questions	in preparing pro-active communications with stakeholders ▸ communicates information in innovative and effective ways within the school community ▸ promotes and facilitates constant interchange of ideas among stakeholders ▸ mentors others in communication skills	data for purposes of making informed choices and planning ▸ influences others within the school community through highly developed inspirational communication skills ▸ adjusts organizational systems to enhance communication among all stakeholders
Conflict Management *The ability to solve interpersonal, intra-group and inter-group differences.*	▸ understands personal conflict management style ▸ reacts rationally towards potential and actual conflict situations ▸ recognizes variations in personal conflict management styles ▸ recognizes situations of harassment ▸ recognizes diverse cultural responses to anger	▸ has good attending skills (listening, paraphrasing, reflecting feelings, reframing) ▸ seeks to improve own conflict management style ▸ anticipates conflicts and their causes ▸ deals with conflict collaboratively ▸ identifies factors that may create or escalate a conflict ▸ applies policy requirements to situations of harassment ▸ is assertive in response to negative behaviours	▸ can articulate and use effective conflict resolving processes (or problem-solving models) ▸ responds appropriately to the conflict styles of others ▸ diffuses situations before they become volatile ▸ minimizes recurrent conflict ▸ works towards win-win solutions	▸ teachers others to understand the dynamics of conflict ▸ coaches others in conflict resolving processes ▸ mediates conflicts effectively

Decision-Making *The ability to reach a firm conclusion or resolution in a manner that is consistent with the spirit and intent of governing policies.*	▸ recognizes that there is a need for a decision ▸ makes decisions in a firm, fair, and consistent manner ▸ uses data to make objective decisions ▸ assumes responsibility for decisions and commits to implementing them ▸ displays confidence in decisions made ▸ makes decisions with clear regard to Board philosophy and objectives	▸ experiments with decision-making processes ▸ uses an analytical approach by considering the factors involved ▸ analyses strengths and weaknesses in alternative courses of action ▸ involves staff in decision-making ▸ proposes alternative solutions in the face of constraints, using lateral thinking skills ▸ takes calculated risks	▸ uses appropriate models of decision-making ▸ recognizes potential opportunities and problems ▸ estimates probability and impact of various factors ▸ predicts, monitors, and evaluates outcomes of decisions ▸ manages and controls repercussions	▸ uses a collaborative / team approach whenever appropriate and possible ▸ generalizes to other similar situations ▸ anticipates emergent situations; plans and does groundwork accordingly
Problem-Solving *The ability to analyse problems and develop solutions.*	▸ recognizes promptly that a problem exists ▸ articulates the problem succinctly ▸ identifies likely causes and screens for most probable ▸ solves problems independently ▸ uses set regulations or policies ▸ uses precedents with flexibility to solve problems ▸ considers a broad range of factors ▸ is logical and systematic	▸ identifies the components of the problem ▸ seeks input from experts and stakeholders ▸ acknowledges the constraints ▸ collects and analyses relevant information / data ▸ questions traditional solutions and is able to adopt a fresh perspective to generate new and innovative solutions	▸ identifies hidden aspects of the problem ▸ involves stakeholders in determining the cause and the solution ▸ applies problem-solving strategies to generate creative solutions ▸ considers alternatives	▸ predicts future scenarios ▸ uses a collaborative / team approach ▸ solves complex problems ▸ is proactive in problem avoidance

Relationship Building and Networking *The commitment to develop, maintain and improve relationships with others as individuals or groups.*	▸ treats people fairly and with respect ▸ is approachable ▸ is aware of personal impact on others ▸ accepts others while respecting their differences ▸ is sensitive to the needs and concerns of others ▸ establishes informal professional support groups on an ad hoc basis to address mutual problems ▸ establishes internal networks to share information, resources, and strategies	▸ confronts issues rather than people ▸ understands personal strengths and works on improving effectiveness of interpersonal relationships ▸ provides feedback to others in a sensitive manner ▸ acknowledges that different points of view can co-exist ▸ is supportive of staff facing personal issues ▸ provides time on an ongoing basis for others to get together and share ▸ uses networks to collaborate with peers within the board and across boards ▸ encourages networks to take initiative	▸ guarantees free flow of information to all members of the network and promotes simultaneous communication among them ▸ capitalizes on personal strengths to build relationships and networks ▸ establishes cross-board networks to increase access to expertise and funding ▸ provides opportunities for network members to take on different roles	▸ creates a climate of trust and respect in the department / organization ▸ capitalizes on a wide range of personal strengths to build relationships ▸ develops structures, processes and skills for bridging organizational and interpersonal differences ▸ develops a systematic approach to networking

Instructional Leadership

Dimension Components	Levels of Performance			
	Level I	**Level II**	**Level III**	**Level IV**
	Demonstrates a basic range of leadership practices.	*Acquires, uses, and experiments with a rapidly increasing range of leadership practices.*	*Expands range of leadership practices to share power and responsibility with consistent ease and success.*	*Demonstrates accomplished leadership behaviours that reflect effective, current, and new leadership practices.*
Learning Organization				
Community Development *The capacity to build inclusive school communities in which all stakeholders contribute to provide a nurturing educational environment.*	▸ recognizes the value of community involvement in student achievement ▸ is knowledgeable about available community resources which address the social, cultural, emotional, and physical well-being of students and staff ▸ is knowledgeable of the demographic make-up of the school's community and sensitive to its specific needs ▸ is aware of parent and community impact on school culture ▸ provides parents and community with information about the school	▸ utilizes community resources to address the curricular and co-curricular needs of the students ▸ utilizes input from parents and other community sources when setting school goals ▸ maintains and improves communication between school and community in appropriate language and media ▸ engages in community response and feedback, using translators/ interpreters as required ▸ supports a school culture that integrates community norms and traditions	▸ fosters the development of a school culture that exemplifies equity and honours community diversity ▸ pursues and establishes community partnerships which have specific high educational value	▸ creates formal structures to involve the community, including the School Council, in setting and achieving school goals ▸ integrates community resources within school programs to support a variety of student needs ▸ empowers the community to participate in the development of an inclusive school culture

Culture Management *The ability to influence values, practices, and outcomes to create a rich and rewarding learning environment or productive workplace.*	▸ values everyone as a learner ▸ assesses school/ workplace culture ▸ understands the importance of school culture and begins to identify key elements	▸ prioritizes elements of school/workplace environment as targets for change with respect to vision ▸ focusses on continuous improvement ▸ communicates high expectations and demonstrates confidence in students, staff, and community	▸ collaborates with teams of co-workers, students, and staff to create and promote an inclusive culture of learning ▸ achieves continuous improvement ▸ encourages flexible and interdependent roles in team activities	▸ allows staff to have considerable autonomy and discretion to plan and implement within a comprehensive framework ▸ communicates highly collaborative approaches in the workplace and community ▸ invites all to contribute to workplace/school success ▸ extends vision and accomplishments
Diversity Commitment *The orientation to capitalize on the varied representation in the workplace which includes gender, sexual orientation, race, faith, ethno cultural, and linguistic backgrounds, physical abilities, styles, and talents.*	▸ has in-depth knowledge of the Affirmative Action, Anti-Racism and Ethno cultural Equity, and Sexual Harassment Policies ▸ models respect for many cultures and lifestyles	▸ creates opportunities to learn about individual differences ▸ uses understanding of differences among people to work productively with them ▸ promotes diversity as an asset and responsibility	▸ recruits staff that reflect the demographic make-up of the student body ▸ views individual differences among team members as assets and proactively employs these to achieve outcomes/results ▸ sets goals that honour the diversity of staff, students, and community	▸ uses influence to ensure the hiring, retention, and promotion of a diverse work force ▸ creates an environment that builds diversity, supports multiple perspectives, and challenges narrow-mindedness or stereotypes
Empowerment *The process of establishing the environment and relationships that allow people to decide, take risks, and to achieve their goals.*	▸ demonstrates interpersonal and group skills to be an effective contributor ▸ engages colleagues/staff in decision-making ▸ ensures that employees see their roles within an organizational context	▸ is clear about accountabilities ▸ makes available to employees the information, tools, and methods to make informed decisions to improve performance ▸ ensures employees have the skills to accomplish tasks	▸ gives employees the power to make decisions about how to work ▸ encourages individuals or a team to accomplish the mission in the way that they think is best with the resources that are available ▸ creates an environment in which individuals are	▸ coaches employees to use accountability-related data positively and effectively ▸ ensures employees are accountable for stakeholder satisfaction, school goals, and business objectives ▸ acknowledges employees' contributions

		▸ provides data and information to measure success	encouraged to develop towards their full potential ▸ modifies processes to allow staff to generate improved results	to the performance of the department/school ▸ engages in roles of facilitator, coach, catalyst, and information sharer
Team Leadership *The understanding of team requirements and the skills needed to contribute to high-level team performance with respect to a variety of team tasks.*	▸ encourages team participation and manages conflict ▸ values group facilitation skills ▸ adheres to team processes and procedures ▸ contributes actively and fully in team projects ▸ works collaboratively with others to achieve a common goal	▸ acknowledges diverse opinions, addresses relevant concerns and works towards consensus ▸ knows when and how to use a team approach ▸ ensures teams are diverse in make-up and have adequate levels of complementary skills ▸ fosters cooperation, communication, and consensus among groups ▸ facilitates shared decision-making ▸ capitalizes on team learning	▸ capitalizes on the diversity of the team ▸ values and uses the creativity inherent in a variety of conflicting viewpoints ▸ facilitates the development and implementation of clear and detailed work plans with teams ▸ uses the power of feedback, recognition, and reward	▸ represents and defends team decisions in whole organization ▸ initiates and supports project management teams ▸ provides coaching and training on team processes, activities, and effectiveness ▸ demonstrates group facilitation skills in a variety of contexts with diverse groups
Vision Building *The ability to describe an optimal state or condition and foster a genuine commitment among school community members to its creation.*	▸ articulates and demonstrates a personal vision for work ▸ initiates steps to achieve the vision ▸ understands that belief or value statements both engender and sustain a vision	▸ develops a clear, educationally-focussed vision and well-defined mission statement ▸ promotes staff ownership and commitment to the vision ▸ assesses the current reality to determine the gap between vision and reality	▸ engages and inspires staff and community members to create a shared vision and develop a community of learners ▸ re-aligns resources to achieve the vision ▸ behaves in a way that is congruent with the vision ▸ ensures that the school/ site plan is consistent with the organization's vision	▸ empowers stakeholders to articulate a shared purpose and vision focussed on learning ▸ creates a climate that inspires all members with a sense of purpose ▸ re-engineers structures and operational processes to achieve the vision ▸ fosters an organization that is continuously expanding its capabilities

Student Performance				
Instruction *The ability to work collaboratively with staff and the school community to sustain an instructional program focussed on improving student performance.*	▸ participates with teachers to gain an understanding of instructional practice ▸ risks modelling and co-instructing ▸ has knowledge of a number of instructional strategies to be used in a variety of contexts ▸ identifies with staff the knowledge and skills required to implement instructional strategies ▸ realizes that instructional strategies need to match the level of expertise and personal styles of staff	▸ recognizes and supports the match between instructional strategies and program content ▸ is familiar with models of teaching and promotes their use ▸ identifies and capitalizes on instructional leaders in the school to build capacity ▸ assesses staff training needs in instructional practices ▸ provides opportunities for staff to learn about research-based instructional and assessment strategies ▸ encourages staff to observe effective practices in other schools	▸ builds capacity to create a cadre of learners by providing opportunities for shared dialogue ▸ models a variety of instructional strategies for staff ▸ ensures that instructional practice is linked to curricular expectations ▸ ensures instructional strategies selected for implementation are supported in research	▸ ensures that staff and community meetings model instructional strategies ▸ develops and supports a cadre of instructional leaders ▸ promotes and supports a commitment to excellence in instruction ▸ assesses congruence between instructional strategies and curricular expectations in relation to student achievement targets
Monitor and Review *The ability to collaboratively engage appropriate stakeholders in the systematic collection and analysis of quantitative and qualitative data to assess progress toward the*	▸ Demonstrates a commitment to monitoring and assessing improvement efforts ▸ establishes a process to engage staff in the collection and analysis of data to assess student	▸ engages the staff in a systematic and collaborative process of using data to monitor and track efforts to improve student performance on an on-going and annual basis ▸ uses data to monitor	▸ involves the School Council in a collaborative process of using data to assess the school's efforts designed improve student performance ▸ uses data to monitor the progress of staff	▸ collects and utilizes data continuously to make informed instructional decisions at the building and classroom level ▸ uses data to monitor the progress of staff towards the implementation of the

attainment of stated outcomes.	performance ▸ ensures that regularly scheduled time with staff reflects and reinforces the importance of implementing the SIP	the progress of staff towards the implementation of instructional and assessment strategies contained in the SIP ▸ collects data to assess the effectiveness of the instructional and assessment strategies in the SIP ▸ communicates results with staff, students, parents, and the school community using data to demonstrate how the school is measuring up to its goals ▸ uses a variety of tools including technology to monitor progress	towards the implementation of the SIP as part of on-going performance appraisal procedures ▸ facilitates the use of data to continually assess and revise the SIP	SIP as an integral component of the summative or formal performance appraisal procedure ▸ aligns all resources (monetary, staff, time and staff development opportunities) to maximize attainment of school improvement efforts
Special Education *The adaption of curriculum to meet the needs of each student while maintaining curricular expectations.*	▸ engages staff in identifying and monitoring students who require Special Education and services ▸ encourages staff to use specific Special Education resources to adapt programs for all students ▸ provides opportunities for staff development ▸ facilitates the use of exemplary practices within the program	▸ maximizes the use of all school resources and system personnel ▸ encourages Special Education teachers to provide leadership and professional development for other staff ▸ ensures that individual program plans are exemplary ▸ recognizes and supports best practice to model that all students can learn	▸ facilitates an understanding of current practices within the community ▸ capitalizes on support services in the community	▸ collaborates with system partners to meet the needs of Special Education students ▸ ensures the school goals meet the needs of all students ▸ shares exemplary practices with colleagues

Staff Development *The ability to engage staff in a continuum of professional growth activities to improve instruction towards the school's goal of improved student performance.*	▸ provides orientation and training for new employees ▸ assesses and evaluates developmental needs of staff based on initiatives identified in the SIP ▸ manages resources for staff growth ▸ introduces staff to networking with individuals and groups	▸ encourages staff to become self-directed learners ▸ provides performance feedback ▸ provides appropriate staff development opportunities to support the SIP initiatives ▸ engages staff in frequent, focussed, and sustained dialogue around their experiences implementing the SIP to determine ongoing and future staff development needs ▸ capitalizes on the strengths of personnel	▸ empowers staff to determine future staff development needs ▸ provides key growth experiences which challenge abilities and encourage development ▸ provides career direction and facilitates skill acquisition ▸ measures success of staff development in the changes that occur in classroom /school practices as evidenced in improved student performance	▸ fosters a culture in which reflective practice, sharing of insights, and setting high standards of performance are ingrained ▸ encourages risk-taking and supports learning from results ▸ manages resources for growth as defined by the SIP
Student Assessment and Evaluation *The continuous review and refinement of the processes that relate to student achievement.*	▸ uses a variety of assessment and evaluation practices to monitor and track student progress ▸ promotes valid assessment practices by ensuring staff use of Ministry achievement levels when assessing student performance ▸ monitors assessment practices in the school	▸ provides school-based opportunities for staff to work together to develop consistent assessment and evaluation practices ▸ clarifies assessment and evaluation techniques and policies with staff, students, and parents ▸ manages assessment data effectively to measure improved student performance	▸ ensures that teachers work together to achieve assessment reliability through the application of consistent assessment and evaluation practices ▸ compares local achievement against system and provincial achievement	▸ ensures there is recognition and reward for improved student performance ▸ provides professional development for, and coaches teachers and colleagues in student assessment and evaluation ▸ promotes a results-orientated culture

School Improvement Planning (SIP) *The ability to strategically align all elements of the school organization around the essential purpose of student learning.*	▸ demonstrates success at improving student performance ▸ understands the need to collect and analyse data to improve student performance ▸ identifies areas for and commits to school-wide improvement ▸ understands the value of the SIP process	▸ collects and analyses EQAO data to establish one or two major priorities for SIP ▸ provides an action plan which clearly outlines specific instructional and assessment strategies in a detailed manner ▸ ensures instructional strategies are based on rigorous research and address high impact areas for improved student performance ▸ establishes assessment criteria to measure the effectiveness of instructional strategies on student performance ▸ facilitates the development of a calendar of all SIP activities and ensures the calendar is shared and reviewed regularly ▸ engages staff and community in the SIP process ▸ uses available technologies to assist in collecting and analysing data	▸ collects and analyses outcome, demographic, and process data to establish one or two major, high impact priorities for SIP ▸ establishes assessment criteria to measure the effectiveness of instructional strategies and the SIP process on student performance ▸ ensures the budget and staff development plans are aligned to support major priorities ▸ reviews and reports progress and achievement ▸ fosters the development of a collaborative work environment ▸ initiates new and creative approaches for improved results based in research ▸ builds capacity of staff to implement strategies by identifying staff needs and providing appropriate staff development opportunities	▸ coaches staff and colleagues in the SIP process ▸ builds a continuous self-assessment and evaluation capability for improvement ▸ celebrates successes in the school and the community ▸ aligns and integrates all school structures, policies, and procedures with the SIP process

Organizational Leadership

Dimension Components	Levels of Performance			
	Level I	**Level II**	**Level III**	**Level IV**
	Demonstrates a basic range of leadership practices.	*Acquires, uses, and experiments with a rapidly increasing range of leadership practices.*	*Expands range of leadership practices to share power and responsibility with consistent ease and success.*	*Demonstrates accomplished leadership behaviours that reflect effective, current, and new leadership practices.*
Operations				
Financial Management *The ability to produce and responsibly manage budgets to satisfy the operational needs of the school/system plan.*	▸ identifies funding requirements for own activities, projects, or unit ▸ meets the basic operational needs of school/unit within established budget guidelines ▸ uses technology to access pertinent information to make decisions	▸ seeks input from staff in setting budget priorities ▸ analyses historical expenditures to identify budgetary requirements ▸ tracks and monitors expenses against budget to ensure cost-effective resource management ▸ applies funds to school/unit priorities	▸ applies financial and procedural requirements ▸ bases decisions on comprehensive use of data ▸ uses complex technological tools to access data/trends for planning ▸ is publically accountable for the budget plan and expenditure deviations	▸ partners with other organizations to generate revenue ▸ implements a long-term budgetary plan consistent with the school/unit strategic plan ▸ capitalizes on the use of appropriate tools to achieve optimum efficiency
Health and Safety *The ability to understand, create, and incorporate the requirements for a safe learning and working environment and to integrate safety seamlessly within all daily operations.*	▸ is aware of all requirements of the Occupational Health and Safety Act ▸ ensures, with site health and safety representatives, that all employees follow policies for safe work practices ▸ implements all mandatory requirements	▸ investigates all accidents and incidents to establish root cause ▸ is knowledgeable about the full range of programs available to deal with conflict resolution, anger management, and related issues ▸ makes decisions and takes actions to prevent	▸ promotes and acts upon early hazard identification to prevent accidents and incidents ▸ promotes the inclusion of learning opportunities and programs throughout the school / site that reduce actual and potential conflict, increase cooperation, and encourage harmony	▸ encourages and supports all staff in the quest for zero accidents and incidents in all areas of work ▸ uses all relevant programs effectively that promote cooperation and reduce anti-social behaviours ▸ identifies, documents, and resolves all explicit

	of the Ministry Violence-Free Schools Policy, the Safe Schools Policy and Crisis Management Procedures ▸ documents and reports all accidents and incidents and conducts follow-up procedures as required	accidental and incident re-occurrence ▸ uses information from past incidents to improve management and deduce the incidence of future events ▸ ensures that health and safety management issues are priorities in staff training and development	▸ responds to staff, student, and community concerns in an inclusive manner to increase understanding and reduce risk and disruption ▸ uses relevant data to identify issues and trends, and promotes recommendations for enhanced safety, both locally and across the system	and implicit safety obligations thoroughly ▸ contributes actively to system planning that strives to ensure the minimum risk to all students, staff, and community ▸ establishes performance goals and utilizing relevant data, measures and assesses progress in all areas of health and safety management
Human Resource Management *The effective use of strategies to select, train, deploy, retain, and supervise staff.*	▸ ensures that each employee selected and deployed has requisite skills for the job ▸ is aware of the legal and policy parameters that govern human resource management ▸ consults others for direction and support in policy application	▸ implements the governing legislation ▸ applies Board policy requirements to all human resource transactions ▸ understands the implications of applied legislation and practices ▸ acts immediately and decisively regarding staff performance and discipline	▸ maintains and updates personal human resource skills ▸ operates using a broad understanding of human resource functions and their interdependencies ▸ uses positive and proactive supervision strategies	▸ mentors and supports staff in performing human resource functions ▸ empowers leadership capacity of stakeholders
Information Management *The application of technological tools to manage information in order to enhance learning and increase productivity.*	▸ uses standard applications to access data ▸ knows who, how, and where to seek information ▸ honours confidentiality where required	▸ accesses data for management reporting and operational purposes ▸ uses applications to enhance personal and work unit performance ▸ ensures staff are trained in information management processes ▸ disseminates information appropriately	▸ uses data routinely to make management decisions ▸ integrates technology into the workplace and uses it to solve business and operational problems ▸ keeps up-to-date about recent innovations in information technology	▸ accesses and uses state-of-the-art applications and programs for optimal decisions ▸ refines use of data through a collaborative approach ▸ coaches others in the collection, analysis and use of data

Physical Plant Management *The process of ensuring that facilities are safe, comfortable, and well maintained through the co-ordination of all planning, operational, and utilization aspects of building systems, exteriors and grounds.*	▸ is aware of all components of physical plant management and knowledgeable of key areas of responsibility ▸ communicates specific concerns to appropriate personnel	▸ has in-depth knowledge of all areas of responsibility with regard to plant management ▸ develops and uses a process for the solution of concerns ▸ manages budget priorities for plant management	▸ identifies, analyses, investigates, and reports on plant conditions ▸ negotiates a plan for plant improvement ▸ improves the processes of plant management	▸ initiates collaborative actions and processes to make significant positive change in areas of physical plant management ▸ places issues of plant management and improvement within the context of a long-term plan
Regulations, Policies, and Procedures *The ability to use regulations, policies, and procedures to ensure fairness and consistency across the system.*	▸ knows the regulations, policies, and procedures that apply to the work unit ▸ identifies the applicability and exceptions to regulations and policies ▸ selects relevant policies and regulations for application to specific circumstances ▸ adheres to established procedures	▸ interprets regulations and policies accurately ▸ explains the background and rationale of regulations, policies, and procedures to others ▸ identifies the advantages of applying specific regulations and policies, as well as limitations and shortcomings ▸ develops and/or revises procedures to ensure compliance with regulations and policies	▸ interprets regulations and policies fairly and flexibly where there is ambiguity, to achieve win-win situations without jeopardizing the integrity of the guiding principles ▸ is aware of where/when policies and procedures require amendment ▸ suggests amendments to improve policies and procedures	▸ develops new procedures and processes which reflect the unique needs of the students, school, and community ▸ devises coherent procedures to effectively implement new or changed policies
Time Management *The ability to identify, prioritize and develop time management strategies which are congruent with principle-centred leadership.*	▸ utilizes a list/checklist time management strategy to meet short and long-term timelines for role-related events, duties, tasks, and projects ▸ demonstrates an awareness of the principles of personal leadership	▸ utilizes a time management system based on planning and prioritizing to meet short and long-term timelines for role-related events, duties, tasks, and projects ▸ demonstrates a commitment to the principles of personal leadership	▸ utilizes a time management system based on planning, prioritizing, and goal setting connected to personal values and school initiatives to meet short and long-term timelines for role-related events, duties, tasks and projects ▸ applies time	▸ shares and coaches others in the use of effective time management strategies ▸ utilizes the principles and processes of effective time management to manage positive and productive change

			management strategies to attend to personal needs in order to maintain a balanced quality of life	
Strategic Focus				
Change Management *The ability to manage the content and processes of change.*	▸ understands basics of change theory ▸ identifies need to change ▸ identifies practical steps and time-frames for the implementation of change ▸ highlights the benefits of change to secure enthusiasm for change	▸ recognizes that change is complex, non-linear, requires a variety of strategies, and must be congruent with existing organizational values ▸ comprehends and applies current change theory to real situations ▸ demonstrates flexibility in accepting change and recognizes what can, cannot, or must change ▸ involves staff in planning for change ▸ is able to develop and communicate a detailed plan to implement change ▸ identifies where school/workplace is in change cycle and determines appropriate next steps	▸ provides pressure and support for change ▸ knows when to initiate, manage, guide, document, and learn ▸ builds on capability of staff to lead change efforts and draws effectively on internal and external resources ▸ measures impact and determines future actions ▸ uses a variety of strategies to sustain positive change ▸ anticipates and addresses resistance to change	▸ champions change and change management across the organization ▸ ensures total staff involvement ▸ addresses change systematically and spontaneously ▸ aligns change with vision in a proactive context ▸ uses data to evaluate and improve change process through a collaborative process involving all stakeholders
Political, Social and Legal Responsibilities *The ability to work together within the framework of policies, laws, and regulations to understand, respond to, and influence the larger political and*	▸ involves staff and students actively in the decision-making process ▸ recognizes a variety of ideas, values, and cultures within the school ▸ makes decisions within the framework of local	▸ involves staff, students, parents and community members actively in the decision-making process ▸ establishes and facilitates a School Council ▸ understands the trustee's role and the	▸ provides training for the School Council ▸ addresses changing and often competing demands by basing decisions on applicable policies, directives, procedures, and government legislation	▸ establishes coalitions of support by consistently involving all stakeholder groups in the decision-making process ▸ creates formal structures to involve the community, including the School Council, in

social context.	policies, directives, and government legislation	importance of communication practices to share appropriate information for purposes of fostering understanding and enhancing decision-making ▸ anticipates community reactions towards issues and addresses concerns ▸ recognizes the changing and often competing demands made by individuals or groups	and by focussing on the critical issues of equity and fairness ▸ involves the School Council in active decision-making ▸ involves trustees actively in school events to promote continuing dialogue land understanding	setting and achieving school goals ▸ participates actively at the system level in the development and implementation of policies and procedures in the service of education
School and Community Partnerships *The capacity to collaborate with families and community members, respond to diverse community needs, and mobilize community resources in a manner which furthers the ability to provide enhanced services for the promotion of student learning*	▸ understands the need for collaboration and partnership beyond the unit ▸ identifies people inside and outside the work unit who can promote the unit's goals	▸ understands the power and political bases of the community ▸ explores connections and networks to meet new and potential partners ▸ successfully pursues appropriate partners ▸ communicates regularly with partners to keep them engaged	▸ integrates partnerships into the school's/unit's strategic plan ▸ builds personal relationships with partners to sustain commitment ▸ recognizes and rewards partners formally	▸ sustains and models a high level of commitment to partnerships to sustain community commitment to the school and to attract and maintain students ▸ supports others in their efforts to build partnerships ▸ seeks and develops appropriate regional, inter-provincial, and international partnerships
Technological Learning *The capacity to learn and grow through the application of technology.*	▸ uses hardware and software comfortably, efficiently, and appropriately ▸ uses electronic networks ▸ identifies central staff to troubleshoot technical problems	▸ uses a variety of computer applications ▸ identifies a cadre of internal and external technical support people ▸ actively and creatively uses technology as a tool for a variety of	▸ shares technical expertise with other schools/locations ▸ utilizes available technological innovations ▸ has a working knowledge of system	▸ makes proactive decisions regarding technology purchases ▸ predicts future needs ▸ works in teams or empowers others to expand use of technology

	▸ enrols in software-specific courses ▸ believes that technology has a valid place in education ▸ researches potential for using technology as a tool ▸ recognizes limitations	purposes ▸ keeps abreast of new developments	software ▸ makes informed decisions regarding purchases of software ▸ utilizes work-related applications ▸ shares application ideas with others	▸ acts as a role model and inspires others to in corporate the use of technology

6. Draft Principal/Vice-Principal Promotion

N. Campbell introduced M. Forster, Principal at Lawfield School and member of the Policy Committee.

N. Campbell noted this document is to used as a foundation to build on other things. She then clarified the following points:

- Teachers currently have performance appraisals.
- The competencies currently apply to principals and vice-principals; however, all leaders in the system will eventually be involved.
- The goal is to have principals/vice-principals at a level 4 in our schools; however, this could be unrealistic. This doesn't mean that level 1 is acceptable.
- With respect to a principal going forward through the promotion process, it would be good to have a recent performance appraisal.

N. Campbell clarified this document is a platform to developing other documents; for example the performance appraisal document and a promotion process document. N. Campbell further clarified that this could be related to a 360 degree evaluation, for example, all people that connect or work with the individual being evaluated would be surveyed. The evaluation would be balanced with all areas being weighted equally.

D. Wilson wondered how much emphasis is put on whether the candidate cares about children.

N. Campbell responded that the focus for all of our school leaders should always be children. The number of times children are mentioned when a candidate is going through the interview process is important.

M. McNabb noted that the current 11 competencies listed will see a much stronger emphasis on parental/community involvement than the current educational expectations.

J. Bishop commended the committee on the fact that previously there were 12 competencies and now there are only 4. This is more likely to get the principal we need in the present situation we are in.

R. Schofield asked whether there is consideration that would include feedback from all partners in the promotion process. N. Campbell responded that further recommendations could be made.

> **It was moved by N. Hughes: That the "draft" Principal/Vice-Principal Competencies replace the competencies currently used in the promotion process. CARRIED**, 22 in favour, 1 abstention.

L. Orban expressed concern over the fact that the process does not include a self-assessment. She asked to be recorded as having abstained from voting.

#8

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for submission by the Director
Signature: [signature]
Date: June 1/01

TO: Merv Matier, Director of Education

FROM: Nora Campbell, Superintendent of Education

DATE: May 2001

RE: POLICY AGAINST HARASSMENT

Recommended Action:

Moved by _____, that the Policy Against Harassment be approved as recommended by the Joint Advisory Committee and Executive Council.

Rationale:

The Policy Against Harassment Committee consisting of stakeholders representing the interests of the Hamilton-Wentworth District School Board employee groups worked collaboratively to develop a Policy Against Harassment.

The Policy Against Harassment has been discussed by the Joint Advisory Committee and Executive Council (changes are bolded).

The suggested changes are reflected in 5.2 and 7.2. In both instances, the suggested changes are intended to clarify process and do not change the intent of the Policy.

Background:

This policy is intended to replace the policies of the two former Boards. Once the policy is approved, appropriate inservice will be developed for all staff.

8-1

Draft

Policy No. 000

Harassment

Date Approved: 00/00

Projected Review Date: 00/00

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board to create and maintain an environment where every person who is an employee has **the** right to freedom from harassment as defined by the Ontario Human Rights Code.

RESPONSIBILITY: Director, Supervisory Officer specified

Rationale:

Our Commitment as a Board, pursuant to the Ontario Human Rights Code is:

- to promote a working environment of respect that is free from any form of discrimination and harassment as defined by the Ontario Human Rights Code, through education and prevention;
- to alert all employees of the Board to the fact that discrimination and harassment in the workplace are against the law; and
- to establish a mechanism for receiving complaints of harassment and to provide procedures by which the Board will deal with and resolve such complaints.

OPERATING PROCEDURES:

1.0 Application

1.1 This policy applies to all employees of the Board.

2.0 Definition

2.1 Harassment is unwelcome and offensive conduct or comment that is known or ought reasonably to be known to be unwelcome. It may be related to sex, race, colour, ethnic or place of origin, ancestry, citizenship, disability, age, religion or creed, record of offences, sexual orientation, or marital, or family status. Harassment on these grounds is a form of discrimination and is expressly prohibited under the Ontario Human Rights Code.

2.2 Harassment related to the grounds in paragraph 2.1 may occur when the behaviour or conduct in question:

- would reasonably tend to cause offence, discomfort, humiliation, or embarrassment to another person or group;
- would reasonably tend to be perceived as placing, either implicitly or explicitly, a condition on employment and its terms; or
- has the purpose or effect of interfering with a person's work performance or creating an intimidating, threatening, hostile or offensive work environment.

2.3 Sexual harassment is a particular form of harassment involving unwelcome sexually-oriented behaviour based on gender or sexual orientation. It includes behaviour by men towards women, between men, between women, or by women towards men. Harassment, that is sexual in nature, may occur on its own or be combined with other forms of harassment, such as harassment based on race or disability.

2.4 What is Not Harassment

Harassment does not include the normal exercise of supervisory responsibilities, including direction, counselling, and discipline when necessary.

3.0 No Retaliation

3.1 The Board will not tolerate any retaliation against anyone pursuing in good faith the objectives or acting in accordance with this policy. Any such retaliation will be treated as a disciplinary issue and thus subject to the Progressive Discipline Policy.

4.0 Malicious or Bad Faith Complaints:

4.1 Employees must be aware that their complaints may lead to legal action against them by any of the people involved, if their complaints are defamatory or have been made with malicious intent or in bad faith.

4.2 Employees who file malicious or bad faith complaints may also be subject to disciplinary action, depending on circumstances.

5.0 Violation of Policy

5.1 Employees who believe they are being harassed are encouraged (not required) to advise person(s) concerned that the behaviour is unwelcome and offensive, and should stop.

5.2 While the Board recognizes that it will often be difficult to come forward with a complaint of harassment, it encourages those who feel they have been or are being harassed to report the matter, regardless of who the alleged harasser may be. Employees should contact their immediate supervisor to discuss the matter. In the event the alleged harasser is the employee's immediate supervisor, the employee should contact his/her supervisory officer. **Where the employee's immediate supervisor is named in the complaint, or other circumstances would prevent an objective, timely response, the supervisory officer may designate a third party to investigate the matter.**

6.0 Confidentiality

6.1 Confidentiality is beneficial to everyone involved in the complaint process. It allows the parties to resolve disputes without outside pressures. It protects the parties against unsubstantiated claims that might result in harmful gossip. Confidentiality allows the administrators of the policy time to assist in dispute resolution without being compelled to respond to extraneous issues.

The School Board recognizes that it is difficult to come forward with a complaint of harassment or discrimination. To protect the interests of all parties involved,

confidentiality will be maintained throughout the complaint process to the extent possible under the circumstances, except as required by law.

Confidentiality does not mean anonymity. A fundamental principle of a formal complaint is that the respondent must be informed of a complaint and who has made the allegations as early as possible in the process.

A complainant has the right to withdraw a complaint at any stage defined in these procedures. At the same time, the School Board may be required to continue to act on the issues identified in the complaint in order to comply with its legal obligations and to address its concerns regarding systematic harassment and discrimination issues.

When the Board determines that the safety of an individual or the community is at risk, it will act to the best of its ability to address this situation. This may mean that the procedures outlined in this policy, including confidentiality, will be set aside.

All records of complaints, including contents of meetings, interviews, results of investigations and other relevant material will be kept normally confidential by the Board, except where disclosure is required by law.

7.0 Responsibility

7.1 Responsibilities of all Employees of the Board:

Everyone is expected to promote a working environment that is free from harassment and to assist anyone who believes he/she is being or may have been harassed. Anyone who believes a colleague or other person employed by the Board is being or may have been harassed is encouraged to notify his/her supervisor.

7.2 Responsibilities of Persons in Supervisory Positions:

Those in supervisory positions at the Board, including principals, vice-principals, site supervisors, managers, and supervisory officers, have a particular responsibility to understand and actively support this policy by:

- not demonstrating, allowing or condoning behaviour contrary to this policy when they know, or reasonably ought to know, that such behaviour is occurring;
- investigating harassment complaints;
- taking action (including disciplinary action if necessary), even in the absence of a complaint, when they know, or reasonably ought to know, that harassment has occurred or is occurring;
- forwarding within 30 working days of the signed complaint, investigative reports to the appropriate supervisory officer. **It is the responsibility of the supervisory officer to receive and review the investigative report. The claimant and the respondent will receive copies of the complaint and the respondent's reaction, and resolution agreement where applicable. Once the investigation has been completed the claimant and the respondent will have access to the investigative report. Where a claimant has reported and then withdrawn the complaint, any investigative report will be shared only with the respondent.** These investigative reports will be kept confidentially in Human Resources separate from the personnel file.

8.0 Rehabilitative and/or Disciplinary Action

8.1 As a result of the investigation, the supervisor may take rehabilitative and/or disciplinary action appropriate to the degree of harassment. Such rehabilitative or disciplinary action may include, but are not limited to:

- Mediation
- Counselling
- Education on harassment
- Formal written apology
- Change of work assignment of the complainant and/or the respondent
- Disciplinary action as prescribed by the Hamilton-Wentworth District School Board Progressive Discipline Policy

Assistance is also available from the Ontario Human Rights Commission or persons can pursue any other legal avenue, even when steps are taken under this policy. This may include using the Collective Agreement, the Criminal Code of Canada or civil proceedings.

LEGISLATION:

Ontario Human Rights Code
Criminal Code of Canada
Canadian Charter of Rights and Freedoms

5. Process Draft Policy Against Harassment

N. Campbell outlined the policy.

In response to questions, N. Campbell clarified the following points:

- If a complainant were to withdraw the complaint, this would not necessarily stop the process if the action that occurred is considered inappropriate.
- Currently this policy applies to employees; however, if a volunteer were involved the principal is obliged to step in.
- Implementation will begin once the Board has passed the policy. This will include training of employees and proper signage in our facilities.
- This policy clearly does not violate contractual obligations to any employee group.

Responding to questions, N. Campbell stated that legal counsel had insisted the word defamatory remain in the context it is used. Also, once the Board passes a policy, this is a commitment that the policy will be enforced and supported.

J. Bishop felt the comment stating the employee's right to representation be included to remind of collective agreements. R. McGall referred to the last statement on page 5-4 that stated assistance may include using the Collective Agreement.

N. Campbell added this policy does not violate any contractual obligations and Supervisors need to know their responsibilities and should always respect a collective agreement.

N. Hughes referred to the final sentence of Clause 7.1 and asked whether or not the word volunteer should be included in this sentence. N. Campbell responded that this is already covered under several pieces of legislation including the Education Act.

S. Emery referred to the former harassment document and asked if this policy was going to replace that with respect to resolving complaints. N. Campbell responded that once the policy is passed it is the responsibility of the Supervisory Officer to receive and review the investigative report within 30 days and to handle the issue from there.

In response to a query, N. Campbell noted that the policy doesn't identify the length of time a record of complaint is kept; however, in speaking with several organizations as well as legal counsel the typical time period is 5-7 years. She added that, there is always an opportunity to solve an issue informally.

J. Popov questioned that harassment is only harassment if it is continuous and ongoing and wondered if this needed to be more clearly defined.

N. Campbell clarified that the goal is not to be punitive; rather, to create a positive work environment for employees. There is no statement in the code with respect to the number of times harassment must occur before the policy is involved.

N. Campbell clarified that there are a variety of responses that can be taken depending on the situation. She advised the person who has a complaint against them will receive a copy of the report.

M. McNabb wondered what would happen if an employee with several infractions moved from location to location. N. Campbell responded this would be tracked through the employee file. She added that the committee worked on the process of some forms that would support this.

R. McGall highlighted the friendly amendments:

1. The fourth bullet of Clause 7.2 include the sentence: *It is the responsibility of the Supervisory Officer to receive and review the report.*

2. Include in the policy statement insert the word "the" between "has" and "right".

It was moved by S. Sicurella: That the "Draft" Policy Against Harassment be approved as amended.
CARRIED UNANIMOUSLY.

2001 06 07

#9

Approved for distribution by the Director.
Signature: M. Matier
Date: June 1/01

TO: M. Matier, Director of Education
FROM: P. Gillie, Superintendent of Education - Safe Schools Portfolio
Safe Schools Committee
RE: Appropriate Dress Policy

RECOMMENDATIONS:

1. Moved by _____ that the proposed Appropriate Dress Policy be presented to the Joint Advisory Committee. (Appendix A)

2. Moved by _____ that during the 2001 - 2002 School Year each school review their current expectations for appropriate dress.

3. Moved by that _____ the decision making process for changing expectations for appropriate dress be developed through the Assembly of School Councils.

RATIONALE:

1. The Safe Schools Act, 2000, section 302, (5) allows the Minister of Education to require district school boards to establish policies and guidelines respecting appropriate dress for pupils. In February, 2001 the Minister directed school boards to develop policies by June for implementation beginning in September 2001.

2. The proposed policy provides for each school to review expectations every three years and communicate them to students and parents annually. The upcoming school year would focus on raising the level of awareness of students and parents about appropriate dress expectations and the process for change in expectations.

3. The proposed policy was developed through input from schools and with reference to a model policy developed through OPSBA (Ontario Public School Boards Association).

4. The policy provides the framework for schools to maintain appropriate dress expectations and to change expectations.

5. The policy provides for a consultation period to develop the process for making significant change in appropriate dress, that is in line with the recently approved Board policy for School Councils.

6. The policy is consistent with Our Commitment to the Community expectations for students in the following:

   - experience and contribute to a safe, secure and supportive learning environment
   - demonstrate respect for themselves and others
   - develop and demonstrate the skills, knowledge and attitudes to be contributing responsible members of society
   - be accountable for their actions

7. A Guideline is being developed to assist schools in general requirements, requirements relevant to elementary schools and secondary schools, and requirements relevant to specific learning situations eg. physical education.

ATTACHMENTS:

Appendix A	Draft Appropriate Dress Policy
Appendix B	Questions and Answers Released by the Ministry of Education
Appendix C	Sample Guideline

DRAFT

Policy No. 000
SCHOOL MANAGEMENT

APPROPRIATE DRESS

Date Approved: XXXXXXXX 2000

Projected Review Date: 00/00

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board to encourage students to take pride in their physical appearance and to support schools in their expectations of appropriate student dress when attending school and school functions.

Responsibility: Superintendent of Education

OPERATING PROCEDURES:

1. Each school is required to develop and review expectations for appropriate student dress.
2. In the interest of safety, health, and good taste, appropriate student dress should be clean, neat and suited to the learning requirements and location of the learning.
3. Principals in consultation with school councils will review these expectations every three years, and communicate them to parents and students on an annual basis.
4. Before a significant change is made in school expectations for appropriate dress or a formal dress code, including a uniform, is considered, School Councils must determine if there is an interest in studying any change.
5. If there is not sufficient interest, no further action will be taken during the school year.
6. If there is interest, the process established by the Board, through the Assembly of School Councils must be followed. The process must ensure that the following issues are considered:
    - affordability for families
    - consistency with the Charter of Rights and the Human Rights Code
    - expectations for student compliance
    - implementation timeframe
    - determination of majority support
    - implications for students in last three years of attending a school
    - implications for staff
    - consultation with students, parents and staff
7. The administration is responsible to determine what dress and appearance is and is not appropriate student dress. Students may be removed from class if dress or appearance is inappropriate. If a student is unable to modify his/her dress, Parents will be called to bring proper attire. Repeated failure to comply with school expectations for appropriate student dress will result in disciplinary consequences.
8. Appropriate dress requirements are in effect at all school activities and school sponsored activities.

AUTHORITY: Safe Schools Act , Section 302(5)
RESOURCES: Guideline for Appropriate Student Dress - Safe Schools Handbook

QUESTIONS AND ANSWERS RELEASED BY THE MINISTRY OF EDUCATION

APPROPRIATE DRESS POLICY FOR STUDENTS

Q. Why is the government providing direction to school boards in the development and implementation of their appropriate dress policies?

A. Through the *Safe Schools Act, 2000*, we have given Ontario school boards, in consultation with school councils, the responsibility for establishing a process that enables a majority of parents to decide on what an appropriate dress policy should be for their own schools.

The direction to school boards also identifies areas that should be included in every policy on appropriate dress, such as consistency with the Human Rights Code and the Charter of Rights and Freedoms (e.g. disability, religious beliefs).

We are providing parents in Ontario, through their school councils and in collaboration with school boards, the opportunity to decide on appropriate dress policies for students.

Q. Will 51% be considered a "majority of parents"?

A. The Ministry of Education will not be defining what constitutes a "majority of parents". School boards in consultation with parents through school councils will need to determine what constitutes a majority of parents.

Q. Can parents vote on a uniform for their school?

A. School boards are responsible for setting policies that include a decision-making process to enable a majority of parents, through their school councils, to decide on what an appropriate dress policy should be for their own schools. Parents may decide that the appropriate dress for their children is a uniform. Voting may be part of the decision-making process if school boards, in consultation, with their school councils determine it to be appropriate.

Q. Does an appropriate dress policy mean a uniform?

A. Not necessarily. Parents, by means of the process outlined in the school boards' appropriate dress policy, will be the ones to define what appropriate dress will mean. Appropriate dress, therefore, may or may not mean a uniform, depending on what is decided. For example, a majority of parents at some schools may decide that their appropriate dress policy will be a white shirt/blouse and dark blue pants/skirts.

APPENDIX B

Q. What is the role of school boards?

A. All school boards across Ontario must have in place policies on appropriate dress by the end of June 2001. School board Directors, as CEOs of the boards have also been informed of this requirement.

Ultimately, the school board trustees are accountable for ensuring that school board policies are in place and implemented appropriately.

Q. My school has a uniform policy in place and I would like to know if that policy can be changed?

A. We recognize that many boards have already implemented appropriate student dress policies in consultation with parents, school councils, and schools. Many of these serve as excellent models for others to follow. However, these need to be reviewed to ensure that they address all of the areas that I have outlined in my memorandum to Chairs of District School Boards and School Authorities.

Q. Will there be exceptions to complying with an appropriate dress policy?

A. School boards in developing their policies should address such matters as compliance, in consultation with their school councils, taking into consideration local circumstances.

Q. How will costs to parents be addressed?

A. In developing policies on appropriate dress, it is required that the issue of affordability be addressed.

Q. How will we know if our policy is consistent with the Human Rights Code and the Charter of Rights and Freedoms?

A. School boards must always ensure that their policies are consistent with the Human Rights Code and the Charter of Rights and Freedoms. Once school boards have developed their appropriate dress policies, they will need to ensure that they are in compliance with applicable laws, as they would normally for any similar policy.

Q. **How is this any different from what's in place now?**

A. Currently not all boards have appropriate dress policies in place. As of June 2001, all school boards in Ontario will be required to have policies in place that will need to address the elements that I have outlined in my memorandum to school boards. For example, all school board policies will have to be consistent with the Human Rights Code and the Charter of Rights and Freedoms, and include a decision-making process that would be used by all schools that will enable a majority of parents to set an appropriate dress policy.

Q. **Does this mean a student can be expelled for wearing something "inappropriate"?**

A. School boards in developing their policies should address such matters as compliance and consequences of non-compliance. School boards will develop their policies in consultation with parents through their school councils.

Q. **How does an appropriate dress policy help to restore respect and responsibility? How are kids' behaviour affected by what they're wearing?**

A. I have heard many good reasons for adopting a dress code. For example, a school uniform policy can reduce peer pressure with regard to designer clothing and it may help to decrease violence and theft among students over designer clothing. A dress code as casual as "no torn clothing" may help increase school pride as students take more care in the neatness of their appearance. A common style of dressing may also help school officials recognize intruders who come to the school.

Q. **How will the majority of parents determine an appropriate dress policy for their school?**

A. Parents will participate in a decision-making process that will be defined by school boards, in consultation with parents through their school councils. The process that school boards will use to do this may vary from board to board.

APPENDIX C

SAMPLE GUIDELINE FOR APPROPRIATE STUDENT DRESS

Why Appropriate Requirements

- **The Safe Schools Act and Ontario Schools Code of Conduct promote responsibility, respect, civility and academic excellence in a safe learning and teaching environment.**

- **Appropriate expectations for student dress insure that students and staff can learn and work in an environment that is safe and respectful.**

- **It is the policy of the Hamilton-Wentworth District School Board to encourage students to take pride in their physical appearance and to support schools in their expectations of appropriate student dress when attending school and school functions.**

- **It is a belief of the Hamilton-Wentworth District School Board that all individuals share the responsibility for a healthy and safe environment.**

DRAFT

GENERAL EXPECTATIONS:

- Students will come to school dressed clean, neat and where required with apparel suited to the learning requirements and location of the learning. (eg, physical education)
- Hats and sunglasses will be removed either upon entry to the school or at the coat storage area . (Religious garments excepted)
- Jackets and coats are to be removed prior to entry to the classroom or teaching area and stored in the designated area provided by the school
- Clothing that reveals underwear, navels or mid-driffs is not appropriate dress for the learning environment.
- No clothing, hats, or jewelry will be worn that bears:
  - Any sexual or racial comment
  - A suggestive or objectionable message
  - Any representation or an advertisement for alcohol, drugs or tobacco
  - Any representation of violence
- Circumstances requiring modifications to general expectations, will be communicated by the teacher in charge or by the Principal, as determined by the situation.
- Participation in some learning activities require that safety precautions are taken to protect against accident or injury. Appropriate dress requirements will be enforced for participation.

SAMPLE

Physical Education :

Students must wear appropriate clothing to participate safely in physical education classes. Running shoes are a minimum requirement. Shorts or sweat pants and t-shirt are examples of appropriate clothing. Some ill-fitting clothing, scarves, jewelry, hard-soled shoes and socks can inhibit movement and possibly cause injury during active movement. Where cultural dress presents a safety concern, modifications to the activity must be made. Each student's physical education clothing should be clearly marked with the student's name and class.

Hanging jewelry must not be worn. Jewelry which cannot be removed and which presents a safety concern (e.g. medical alert bracelet, religious/cultural) must be taped. Long hair must be secured so as to not block vision. Eyeglasses must be secured for some activities. If lenses are not shatterproof they may have to be removed, if vision permits, or the activity modified.

Technical Education, Science Education:

Appropriate dress requirements will be followed to guard against accident or injury while participating in certain activities in technological, science or other lessons that include the operation of dangerous equipment. This includes the wearing of protective equipment such as goggles, aprons, or securing long hair. Jewelry or pieces of clothing that could get caught in equipment will need to be removed or secured to avoid a mishap while participating in the lesson.

Elementary

Examples from schools to be inserted

Secondary

Examples from schools to be inserted

Explanation of Terms :

Appropriate Dress - attire that is neat, clean, suited to the learning task, and in keeping with a safe, respectful learning environment.

Safety Dress - requirements specified by regulation, guideline or directions for the safe operation of equipment or the safe participation in a physical activity

Uniform - identified by specific characteristics for school attire such as color, type of fabric, type of article of clothing

Storage Area - designated location for the storage of clothing that is not needed during the learning activity eg. coats, boots, street clothes . Lockers, coat rooms, shelves, cupboards are examples of storage areas

Communication:

Appropriate dress requirements should be provided to students and parents at the beginning of the school year or at school orientation sessions. Publishing of appropriate dress requirements in the School Newsletter, School Agenda/Planner, Website or posting in the school are all examples of communication.

Review:

During the communication of appropriate dress requirements some review may be necessary or take place. However, every three years, the Principal in consultation with students, parents and staff will review the appropriate dress requirements for the school. The process can include surveys, questionnaires, focus groups, committees. Before any significant change is made in school expectations the process established by the Board through the Assembly of School Councils must be used.

#10

The Hamilton-Wentworth District School Board

Approved for discussion by the Director.
Signature: [signature]
Date: June 1/01

MEMORANDUM

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Education
Date: May 29, 2001
Re: ***Review of French Immersion in the Hamilton-Wentworth District School Board***

RECOMMENDED ACTION

Moved by _____ that the Hamilton-Wentworth District School Board review French Immersion within the Hamilton-Wentworth District School Board with the following mandate:

The review will recommend alternatives for dealing with the following challenges to the French Immersion program in the Board:

- serious declining enrolment in some French Immersion elementary and secondary schools;
- gradual incremental declining enrolment in the French Immersion program system-wide;
- program issues in French Immersion as a result of elementary and secondary curriculum change (the Ontario Curriculum);
- school administration and organizational issues (i.e. single or dual track schools, etc.); and
- resource allocation issues including the recruitment and retention of qualified staff and the funding available through the Ministry's Language Grant.

1.1 The French Immersion Advisory Committee will act as the Steering Committee for two work groups, one for Accommodation and the other for Program. Composition of the work groups shall be as follows:

Accommodation Work Group
1 secondary administrator
1 elementary administrator
1 secondary teacher
1 elementary teacher
a maximum of 3 parents (School Council and Home and School)
- at least one elementary and one secondary
Manager of Accommodation and Planning

Program Work Group
1 secondary administrator
1 elementary administrator
1 secondary teacher
1 elementary teacher
a maximum of 3 parents (School Council and Home and School)
- at least one elementary and one secondary

The membership of the Work Groups shall **not** be the same as the membership of the Steering Committee. The Ontario Curriculum Consultant with responsibilities for French Immersion shall act in an advisory capacity to the Work Groups.

1.2 The draft report of the Working Groups will be forwarded to all French Immersion schools for input from the School Council and the French Immersion Home and School representatives.

1.3 The final report of the Steering Committee (the French Immersion Advisory Committee) will be forwarded to the Education Committee of the Board by January 2002.

At the April Education Committee a report from the French Immersion Advisory Committee regarding the establishment of secondary catchment areas was presented to the trustees along with a covering memorandum from Executive Council outlining the challenges facing the French Immersion program within the Board and a recommendation for a review of French Immersion in the system.

Prior to the presentation of this recommended action establishing the review, a letter was sent to all members of the French Immersion Advisory Committee, all French Immersion schools, School Councils and Home and School representatives requesting input into the review process. Eight responses from teachers, parents and School Councils were received and the input incorporated into the plan for the review.

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Hamilton Public Library

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2001

ADDITIONAL INFORMATION FOR THIS EVENING'S

MEETING OF THE EDUCATION COMMITTEE

Open Agenda

ACTION ITEMS:

11. **Recommendations of the Early Learning Advisory Committee** (*pages 11 – 11-31*)
12. **Removal of Mid-Day Transportation on Kindergarten Delivery Model** (*pages 12-3 – 12-11*)
15. **Psychological Services Review – Part A – Appendix B(iii)** (*page 15-32(a)*)

Please add this information to your agenda package.

EDUCATION COMMITTEE
2001 06 07

#11

MEMORANDUM

Approved for distribution
by the Director
Signature
Date June 3/01

To: Merv Matier, Director of Education and Secretary

From: Chuck Reid, Superintendent of Education
Lynn Howarth, Early Childhood Education Consultant
Early Learning Advisory Committee

Date: June 7, 2001

Re: **Recommendations of the Early Learning Advisory Committee**

Recommendations:

A. Board Philosophy and Commitment

It is moved by _____ that the Board direct the Early Learning Advisory Committee to review and develop a Board-wide philosophy which demonstrates a belief and commitment to Early Years programs in the Hamilton-Wentworth District School Board.

B. Strategic Directions/Operations

It is moved by _____ that the Board direct the Early Learning Advisory Committee to review and develop a strategy to address increasing resources dedicated to Early Learning. The strategy should complement the Board's strategic directions and be aligned with internal and external support services.

1.0 Rationale:

1.1 Research has demonstrated that it is time to mobilize our resources, and focus on ensuring quality within Early Years Programming. Through this investment and early intervention future costs will be reduced.

"It is clear that the early years from conception to age six have the most important influence of any time in the life cycle on brain development and subsequent learning, behaviour and health. The effects of early experience, particularly during the first three years, on wiring and sculpting of the brain's billions of neurons, last a lifetime."
"Early Years Study" by Margaret McCain and Fraser Mustard

1.2 There is a need to align our Early Years delivery model with our strategic directions.

1.3 There is a need to align our Early Identification Policy with Board internal services (i.e.: Psychological Services, Social Work, Communication Services, Early Childhood Services, etc.), and community agencies.

2.0 Background

2.1 As a result of many months of examination and study, the Early Learning Advisory Committee made recommendations to the Board April 6, 2000 for the expansion of Junior Kindergarten throughout the District. The Board of Trustees approved the process for the implementation of Junior Kindergarten in the remaining 12 schools, and provided the framework for future study by the Early Learning Advisory Committee.

The Board motion stated:
"**That the Board direct the Early Learning Advisory Committee to examine the following points related to Junior and Senior Kindergarten and report back to the Board by December 2000:**

- the links to the Early Identification Policy
- the special support services provided to Kindergarten students
- the standards related to equipment and facilities, blended classrooms, noon-period supervision
- the procedures for ongoing program review and professional development
- the implications of reducing the class size of Junior and Senior Kindergarten

As a result of the November 2000 strike/lock-out of Elementary teachers, this December 2000 deadline was adjusted.

2.2 Committee Representatives

Elementary Principals	
Doug Baker	Hess Street School & Central School
Annette Rhodes	Fessenden School
Trustee	
Judith Bishop	Trustee
Community Representatives	
Bonnie Bridle	Hamilton-Wentworth Social & Public Health Services
Kendra Coats	Ross & McBride - Lawyer
Marni Flaherty	Today's Family Childcare
Sue Giordano	Parent Representative
Support Services	
Christine Gudas-Murphy	Psychological Services
Susan Ham	Communication Services
Lynn Howarth	E.C.E. Consultant
Sue MacDonald	Special Education Consultant
Vince Martorelli	Social Work Services
Jennifer Powell-Fralick	Child Care Program Leader
Ken Sanford	Ontario Curriculum Consultant - Mathematics/Language
Claudette Sims	Ontario Curriculum Consultant - FSL
Elementary Teachers	
Betty Kerman	Maple Lane
Bev Lasky	G. R. Allan
Penny Mitton	Prince Philip
Superintendent of Education	
Chuck Reid	City West

2.3 Process:

- The committee met monthly over the past year. Sub-committees were formed to address the issues as directed by the Board's mandate. The Sub-committees collected data from a variety of sources including:
  - > Survey of Schools
  - > Survey of Teachers
  - > Survey of Principals
  - > Review of current research and literature
  - > Presentations by Board Support Staff
  - > Presentation by Healthy Babies Healthy Children

The collective report is a result of this team effort and collaboration.

3.0 Current Information

3.1 The links to the Early Identification Policy: (Appendix A)

Issues Identified:

- As mandated by the Ministry of Education, the Board has a current policy in regard to **Early Identification, Entry into Kindergarten, and the Intake of Students with Special Needs**. This policy was developed in 1998 at the time of amalgamation, and is in need of review. Target date for this review is fall of 2001.

- Through the investigations of the sub-committee, it was determined that there are current Federal and Provincial initiatives for preschool children with special needs. In order to identify and plan to meet the demands of students entering our system at the Kindergarten level, and as part of the **Early Identification Policy**, collaboration and involvement by the Board is necessary.

- All school transitions for regular and special needs children be designed to ensure:
  - > services and assessments are not duplicated
  - > information forms used by preschool service providers are standardized
  - > transition reports contain practical suggestions for classroom management and programming
  - > transition recommendations relate to curriculum when possible
  - > front-line service providers and professionals, from the community and education, work as a team in the transition process
  - > intervention plans for children involve the school team

3.2 Special supports provided to Kindergarten students:

Issues Identified:

- The Board should engage in long-term planning to ensure resources are available to address early learning needs. This early learning focus should include resources to support curriculum, classroom accommodations, and support services for students. It is further recommended that an interdisciplinary diagnostic model be developed to address the needs of early learners.

3.3 The standards related to equipment and facilities, blended classrooms, and noon period supervision:

Issues Identified:

- Blended JK/SK classroom (Appendix B)
  - > Through discussion and consultation, both at the sub-committee level and at the Advisory Committee level, there was a lack of clarity concerning the definition of a blended classroom. This lack of clarity was evident among teachers, administrators and parents and there seemed to be opposition to blended classrooms among teachers. Upon further analysis the opposition seemed to be toward split classrooms and not blended classrooms. In practice the blended senior kindergarten/junior kindergarten model had slipped into a split class model, losing the benefits of a true blended classroom and generating opposition.

  - > The sub-committee went back to the fundamental concepts of a true blended model. We unanimously support these concepts as being beneficial to senior kindergarten/junior kindergarten students. To ensure that there is not slippage to a split class concept (which we define as putting senior kindergartens/junior kindergartens together for scheduling purposes and not necessarily with reference to the essential components of blended classrooms), we believe the Board must create a clear definition of blended classrooms and identify its essential components.

  - > By having a clear definition of a blended classroom there will be consistency across the Board. Clarifying the model will allow for universal understanding and ease in program delivery.

- Standards for Equipment and Materials: (Appendix C)
  - > In 1999 the 23 Junior Kindergarten expansion sites were allocated $10,000.00 per site ($7,000.00 for playground and $3,000.00 for equipment). In 2000 the 12 new junior kindergarten sites were allocated $10,000.00 for equipment (playgrounds were done separately). The new October 2000 sites were allocated $2,500.00 from the superintendent of schools. The Early Learning Advisory Committee could not rationalize the different allocations, and found that a need for consistency and equity across our District is needed.

  - > The Standard Recommended Kindergarten List was developed by considering:
    - previous Board recommendations
    - Ministry of Education Kindergarten Expectations as stated in the Kindergarten Program Document
    - Daycare lists used throughout the district

  - > Current supplier catalogues were used to cost the supply list.

  - > Essential equipment is a key to delivering a quality program. (See Doherty, Gillian, (1991) *Quality Matters in Child Care*, Canada, Jesmond Publishing and Harms & Clifford (1980) *Early Childhood Environmental Rating Scale,* Teacher's College Press, Chapel Hill N.C.). Equipment must be provided at start-up and maintained over time.

> The Committee believes that schools should not fundraise for essential equipment. Fundraising should enhance, not provide basic tools.

> Teachers should not be expected to provide equipment from their own resources.

(Projected cost -- $850,000 to achieve District standards. A strategy should be developed to maintain the standard created.)

- Physical Environment and Facilities: (Appendix D and E)
  > A survey of schools offering full-day alternate day kindergarten in September 2000 was conducted in March 2001 to examine the hand washing facilities available to kindergarten students in the classroom. A significant number of kindergarten programs were identified without running water facilities, either for adults or children (Appendix F: Survey).

  > The goal in these recommendations is to achieve consistency for students across the system and to ensure student health, safety, and comfort.

- Cleanliness and hygiene must be ensured by:
  > cleaning and preparing tables that have previously been used for activities during the morning program
  > children washing their hands before and after eating
  > providing accessible sinks, soap, and paper towels that can be accessed by students
  > providing sink facilities for cleaning up all areas used for food

(Projected cost -- $1,252,500)

3.4 The procedures for ongoing program review and professional development:

Issues Identified:

- The concept of blended classrooms must be reinforced and supported by professional development. This professional inservice must involve elementary administration, kindergarten teachers and parents of kindergarten children.
  > We believe that experienced teachers are the best persons to develop best practices and that this should be done using an adult learning model. Classroom visits may take place and peer mentoring would be promoted.

  > *New Beginnings* is a useful guide to teachers and should be updated to reflect current research.

- Noon Period Supervision: (Appendix F)
  > A Board Motion in April of 2000 eliminated mid-day transportation for kindergarten students as of September 2001. The impact of this was that 15 City schools would have to survey their communities and decide between a full-day alternate day delivery of kindergarten program or a half-day every day without noon transportation. The Early Learning Advisory Committee examined the impact and changes required as a result of this decision.

> In order to gain an accurate picture of current noon supervision practices, a survey of the schools presently providing noon period supervision was conducted in the fall of 2000.

> Both inside and outside supervision is provided by a combination of teachers, educational assistants, parent volunteers, and even student monitors. Serious concerns have been expressed by both parents and teachers that there could be major safety issues arising due to a lack of adequate adult supervision during this time.

(Projected cost to introduce noon period supervision -- $140,400)

3.5 The Implication of reducing the class size of Junior and Senior Kindergarten: (Appendix G)

Issues Identified:

- When Junior Kindergarten was first established in 1973 class averages were 17.6, and 21.8 for Senior Kindergarten. Since this time the class sizes for Junior and Senior Kindergarten have changed to averages of 20.2 and 21.5. However, the class sizes in our primary divisions have been reduced. Grade one class sizes have decreased from an average of 24.2 to 22.5, and for grade two from an average of 28.5 to 23.2.

- As well as having smaller class sizes, Junior Kindergarten was originally supported by Educational Assistants. Current funding no longer supports this extra student help.

- Small class size is the key to providing a quality early childhood education program. Recent research supports that small class size, particularly in the primary grades, have a direct impact on student behavior and academic achievement. In Kindergarten the needs and experiences of the students are varied. The nature of these young learners include extreme egocentrism, emerging self help and social skills. These developmental characteristics lead to a need for **additional** support and assistance by the teacher beyond those at other grade levels.

  "The student Achievement Guarantee in Education(SAGE) program, conducted in Wisconsin from 1996-1998, found that kindergarten and grade 1 students in classroom with a student-teacher ratio of 15 to 1 achieved larger increases in test scores in language arts, reading,, and mathematics. The study also showed that the advantages of small classes observed in grade 1 were maintained in the 2nd grade."

  (Alex Molnar, Smaller Classes and Educational Vouchers: A Research Update Keystone Research Centres, 1999, pg.7)

- In child care the same aged children are cared for, and programming is provided at a ratio of 1 to 8. This is required as part of the "Days Nursery Act".

(Projected cost to introduce reduction of class size/using 15 teachers -- $939,000)

Appendix A

Early Advisory Team

Discussion Points

A) Early Identification and Intervention – Philosophy/Commitment

- the Kindergarten program should reflect the developmental nature of learner who comes with special needs
- recognized the need to meet the Ministry's Kindergarten Program expectations acquired through the two years in Kindergarten
- the HWDSB recognizes the important contribution that parents play in the Kindergarten program, and we strive to make our program we warm and welcoming for parents as possible; this should include a recognition that parent involvement is integral to the child's development.
- it is essential to link with community pre-school service providers in order to allow children to make an easy entry into the Kindergarten program and ensure that children receive seamless and integrated services through the transition process. This link should include system preparation for the early identification initiative of the Healthy Babies program (By 2002 all children will receive a developmental assessment at 36 months of age, and this will be shared with HWDSB system)
- to create a bridge which allows children to develop at a developmentally appropriate rate into young students ready for their primary school years
- the HWDSB recognizes the long term benefits of early identification, with accompanying intervention
- the HWDSB's early identification policy should flow from its philosophy on Kindergarten programming

B) Early Identification Board Policy

- early identification should always be coupled with Early Intervention Strategies for those children who become recognized as needing for supports to meet their learning potential
- early identification/prevention must be considered as an essential consequence to the early identification process; this consequence should result in long-term gains for children
- early identification should build on work already occurring in the pre-school community and that collaborative planning and integration of services is essential to ensure seamless, effective transitions for children into the school system
- early identification and intervention should flow from the HWDSB's philosophical statements which include our core values; the official policy should in some way state our philosophical belief
- early identification and intervention should not be viewed as a one-time event, but rather as observations and assessments, which begin in the pre-school years and continue to occur and change over the kindergarten years. This would mean that observation and assessment tools should be developed that help guide the teacher's evaluations over the whole Kindergarten program. This would help ensure that children with special needs continue to be identified early so their needs can be addressed.
- a survey could be considered from Kindergarten teachers regarding the current process and a gathering of suggestions for improvements

Some specific issues raised were in recruitment:

i) The Board has the funding for a further itinerant teacher for Deaf and Hard-of-Hearing, but few are trained. The Board may want to consider paying for training.

ii) The team for Deaf and Hard-of-Hearing need technical help; they believe an Educational Assistant would be very beneficial to students.

iii) The AACT have increasing needs and cannot provide the needs on training for staff.

iv) The Early Identification Screen in speech/language demonstrated that teachers and SLPs work well together to identify student, but that the intervention needs of moderate and severe problems are not well met to provide preventative models. More children enter Kindergarten with identified speech/language needs as a result of Early Words initiative. The needs of J.K. children need to be addressed.

iv) Social Work would like to have time and staff to provide more classroom supportive programming such as the Behavioural support team service, and social skills programs.

v) Psychological Services has participated in early in-take and provides support to the schools for early identification and intervention; however, their workload has increased greatly since amalgamation.

Appendix B

BLENDED JK/SK CLASSROOM

A blended JK/SK classroom is an organizational philosophy that meets the needs of early learners by providing a two-year program. This program allows for the introduction, application, and reinforcement of a variety of learning opportunities and expectations through an activity based teaching methodology. The consistency of the same teacher for an early learner over a two-year program allows for ongoing early identification observations building on prior knowledge to facilitate individualized programming. An ideal blended classroom has an equal number of Junior and Senior Kindergarten students as well as reflecting a balance of gender and age. A blended class fosters peer modelling and peer assistance. The teacher and the administrator of a blended classroom have a working knowledge of and support child development theory in the areas of cognitive, physical, and emotional growth.

ESSENTIAL COMPONENTS OF "BLENDED" CLASSROOM

- administrator has a good understanding of child development theory
- teacher has a good understanding of child development theory and practices (ideal situation would see all kindergarten teachers have MOET child development theory course qualifications)
- class numbers are equally divided between Junior Kindergarten and Senior Kindergarten students
- class numbers reflect an even balance of gender and age
- daily outdoor play in a kindergarten playground is an essential component and extension of the regular classroom program
- kindergarten teachers should not be assigned to the primary/junior school recess duty schedule
- children stay with the same teacher for 2 years in a "blended" program
- classroom learnings and expectations are covered over the course of two years and allow for the need to reinforce concepts and skills and extend concepts and skills according to individual needs
- classroom activities reflect knowledge of child development theory

Appendix C

RECOMMENDED KINDERGARTEN STANDARD EQUIPMENT LIST
(does not include outdoor play structure or fence)

FURNITURE & EQUIPMENT
- coat cubbies
- shelves - for classroom display as well as storage
- storage bins
- tables & chairs (child size)
- clothesline/drying rack
- area rugs
- rocking chair (adult size)
- small fridge, dishwasher, microwave
- melamine cups, plates, pitchers
- knives, cutlery

BOOK CORNER
- a combination of fiction and non-fiction material, including
  - picture books
  - story books
  - big books
- alphabet, numbers/shapes & science books
- encyclopaedia, art books, etc.

CREATIVE ARTS PLAY
- easel
- aprons
- brushes (fine tip to wide tip)
- liquid paint, powdered tempra, finger paint
- markers (fine & wide tip, "smellies")
- crayons, oil & chalk pastels
- pencils - lead as well as coloured, various sized tips
- paper: newsprint, copy paper, finger paint paper, etc.
- scissors (left and right)
- scissors holder
- a variety of items for creating: construction paper, tissue paper, wallpaper, paper rolls, doilies, chalk, feathers, yarn, pastels, cloth scraps, tape, sequins, staplers, popsicle sticks, pipe cleaners, sparkles, magazines
- white glue, glue brushes
- playdough (modelling clay)
- accessories: rolling pins, cookie cutters, plastic knives, screens
- rulers
- hole punches
- stickers (various shapes)

LITERACY/WRITING MATERIALS
- variety of card sets for: classification, go-togethers, same/different, opposites, spatial relationships

- picture sets for discussions
- puppets
- alphabet games
- alphabet magnetic/flannel board letters - upper and lower case
- word/pictures matching games
- a variety of papers and writing materials (e.g., pads, envelopes, booklets, pencils, markers, crayons)
- picture dictionaries
- alphabet charts
- picture, colour, shape, matching and sorting sets
- flannel board storytelling sets
- signs - street signs, door signs, etc.
- telephone & phone book
- variety of "sequence" activities
- alphabet cards (matching upper case and lower case)
- blank greeting cards & pens
- rubber stamps
- cookbooks, recipe cards
- calendars
- newspapers & magazines
- notepads, order forms, menus, etc.
- walkie-talkies
- polaroid camera
- maps, posters

SHELF TOYS & GAMES

- tinkertoys, brio, meccano
- small interlocking blocks (e.g., lasy, lego, duplo, popoids)
- playmobil sets
- sewing, lacing cards
- table-top play house, garage, school, hospital, etc.
- board games: jenga, snakes & ladders, go fish, bingo, perfection, boggle, memory, etc.

NUMERACY

- counting and sorting toys and objects, animals, vehicles, shells and buttons
- sorting trays
- large rubber dice
- measures, beakers (standard and non-standard measuring tools)
- number bingo
- pattern blocks, attribute blocks
- a variety of number puzzles, box puzzles and matching games (1-10)
- textured numeral sets
- calculator & cash register, money
- parquetry blocks
- 3-D geometric solids and shapes
- shape sorting activities & puzzles
- rubber stamps - numerals
- flannel - numerals
- magnetic numerals

- balances/scales
- large/small beads and strings
- linking cubes
- graphing mats
- pattern cards
- seriation toys (e.g., nesting boxes, cups, rings)
- large and small pegboards and various sizes of pegs
- timer/clocks
- balance games (e.g., pick-up sticks)
- scale (to weigh children and objects)
- height chart

SCIENCE & TECHNOLOGY

- magnets - variety of types and sizes
- magnifying/reducing lenses
- plants/pets/aquarium
- microscope
- thermometers - various types
- colour paddles
- tornado tube
- marble run
- computer and printer

DRY SENSORY PLAY

- sandbox
- sand, pellets, etc.
- funnels, sieves & molds
- sand wheels
- toy animals, people, dinosaurs
- plastic pails and shovels
- scoops & measuring cups
- rakes, trowels
- plastic cookie cutters
- various plastic containers & jugs
- broom and dust pan
- various small vehicles, people, etc.
- set graduated containers & beakers

WET SENSORY PLAY

- waterproof smocks
- large water centre
- plastic pouring jugs, funnels, measuring cups, containers with lids
- egg beater, water wheels & pumps
- boats, fish, fishing rods, magnets
- sponges, sponge shapes, corks
- sink and float articles
- graduated cylinders

- eye droppers
- kitchen baster
- watering cans, sprinklers

DRAMATIC PLAY

- child-size fridge, stove, cupboards, sink
- table and chairs
- dishes, cutlery, pots & pans, etc.
- telephones
- dolls & doll clothes
- high chair, bed, carriage, cradle (doll-size)
- iron and ironing board
- broom, mop, dust pan
- medical kit
- play foods (multi-cultural)
- household appliances (kettle, wok) with cords removed
- shopping carts, basket, money
- doll house, furniture
- dress-up clothes/shoes (male, female, other cultures)
- clock
- mirror (unbreakable)
- props for restaurant, store, hospital, beach, forest, library, etc.

CONSTRUCTION/TECHNOLOGY

- woodworking bench
- various sizes and shapes of wood, cork, styrofoam, etc.
- child-size tools - hammer, screwdrivers, level measuring tape, washers and bolts, nails and screws, etc.
- safety goggles
- sanding paper, blocks, etc.
- white glue
- gears
- batteries
- tubing

LISTENING CENTRE

- tape recorder
- tape and CD player
- story tape/CD book sets
- tapes (both prerecorded and blank)
- sound matching games
- rhythm instrument sets
- headphones
- materials to make instruments

LARGE MUSCLE PLAY

- trikes
- parachute
- wagons

- playhouse/climber
- balls/beanbags
- hockey sticks & net
- balance beam

Appendix D

PHYSICAL PLANT/CLASSROOM FACILITIES STANDARDS

Minimum physical classroom standards will include:

- 1 standard classroom sized-area for each class, no smaller than 30 square feet (2.8 square meters) per child, (consistent with MCSS Day Nurseries guidelines for the same age group)
- accessible washroom(s) within the classroom area
- 2 sinks (one child height, one adult height) with running hot and cold water
- soap dispenser at child's level
- dishwasher (or 3-sink method as required by Public Health Department) for washing cups, utensils, toys
- access to fenced-in outdoor play area, with working gate, separate from Grade 1 to 8 population. Size will be based on 60 square feet per child (5.6 square meters) and any play structures will meet or exceed current CSA standards
- storage shed (fireproof) for outdoor play equipment
- child height coat hooks
- storage cubbie for each child

Appendix E

SAFETY AND SANITATION STANDARDS

Minimum standards will include the following;

- all cups and eating utensils will be cleaned daily (in dishwasher or using Public Health Dept. 3-sink method). If this is not possible, then use of disposables is recommended
- tables will be disinfected before and after eating
- toys and equipment will be disinfected weekly
- water table will be emptied and disinfected each morning and afternoon
- use of dustless sand is recommended
- all windows will be screened
- students will wash hands before and after eating, after using toilet and after sand, water and outdoor play
- children will have access to fresh drinking water at all times
- a list of emergency phone numbers will be posted in each classroom, including:
- allergies will be posted conspicuously in food serving area or where appropriate
- blankets and towels from home will sent home weekly for laundering

11-18

Appendix F

Early Learning Advisory Committee
Survey Of Noon Period Supervision

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1. Who provides inside lunchroom supervision for your JK, SK or JK/SK children?

    a) Teacher - 21
    b) School Volunteer - 7
    c) Student Monitors - 22
    d) Educational Assistants - 3
    e) Other (please specify) -
        - Including teacher (already accounted for at the top) plus four grade 5 students.
        - Staff share responsibility.
        - Principle through September and another staff member (already accounted for at the top) as of October - not a JK or SK Teacher
        - Not the JK/SK teacher because they do other duties, but there is a teacher there supervising.

Specific details according to each individual survey:

1) Teacher oversees, Student Monitors and Parents
2) Teacher, School Volunteer, and Student Monitors
3) Teacher, and Student Monitors
4) Teacher
5) Teacher
6) Teacher and Student Monitors
7) Teacher, School Volunteer, and Student Monitors (for two classes)
8) Teacher and Student Monitors
9) Teacher and four grade 5 students
10) Teacher
11) Teacher is in the hall patrolling and not in the room all the time. He/she pops in to check. School Volunteer (when available) and is not very reliable and Student Monitors
12) Staff share responsibility and Student Monitors.
13) School Volunteers and Student Monitor
14) Student Monitors with Teacher checking
15) Principle through September and another staff member as of October - not a JK or SK Teacher
16) A teacher on hallway duty checks each classroom and is there to assist with emergencies. There are 3 student monitors and the educational assistant is only there because of a special needs student.

17) The teacher on hall duty is rotating between 5 classes, and the grade 5 student monitors.
18) Student monitor with wandering teacher.
19) Teacher and student monitors.
20) Teacher, school volunteer and student monitors.
21) Teacher, parent volunteer is occasional and educational assistants with special needs child.
22) Student monitors and 1 hall duty teacher.
23) Teacher (I am on call at all times) and student monitors.
24) Student monitors.
25) Teacher and 4 student monitors.
26) Teacher.
27) Student Monitors.

2. Who provides outside lunchroom supervision for your JK, SK, or JK/SK children?

a) Teacher -22

- ✓ It is not the classroom teacher; it is a teacher who is on duty.
- ✓ Another Staff member not a JK or SK teacher.
- ✓ SK's are out with the rest of the students.
- ✓ Another staff member not a JK or SK teacher.
- ✓ Inside a fenced area. Teacher is for SK who play with the general population.
- ✓ Three on duty.

b) School Volunteer - 6
c) Student Monitors - 12
- ✓ Kinder monitors.
- ✓ JK only.

d) Educational Assistants - 2
e) Other (please specify)

- ✓ Staff patrols all outside and periodically checks JK fenced area. To be honest, they are seldom checked. The school volunteer occasionally helps.
- ✓ Staff share responsibility.
- ✓ Sk children are in the main schoolyard with grade 1 and 2. They are supervised by 1 teacher who is also supervising JK's in enclosure (approx. 150 children).
- ✓ Co-op student and parent volunteer.
- ✓ N/A, the do not go outside. They watch a video for 30 minutes after going to the washroom for 5-10 minutes.

3. How long is your noon hour supervision duty?

a) 15 min - 1
b) 20 min - 11
c) 25 min - 1
✓ Outside.
d) 30 min - 2
e) Other (please specify)
   - 40 min co-op student.
   - 50 min.- 2 teachers.
   - 40 min. -2 teachers.
   - Teacher does 20 min. (included in above numbers) but 40 min. total requirement.
   - 35 min.
   - None - 3 (number of teachers with this response).
   - 20 min. on paper and in reality 30 min. with responsibility of getting children dressed and taken outside with monitors. At bell time out to JK area to bring the children into the school.
   - (20 min. included in above numbers) 3 x 20 min. - lunch hour is broken into 3 duties shared by whole staff.
   - 20 min. eating, 20 min. duty 1 outside, 20 min. duty 2 outside, 11:15 -12:15
   - 60 min.
   - I don't do it.
   - 40 min. - I do a double duty - I do my lunch duties on Tuesdays because I am currently doing a.6 position (.5) JK + (.1) computers on Tues. p.m. I do my duties on the computer day. So I do not supervise on the JK days.
   - No noon duty.

4. How often do you have to do lunch duty?

a) Once a week - 4
b) Twice a week - 5
c) Three times a week -
d) Four times a week - 4
e) Other (please specify)
   - We have parent volunteers for the outside duty.
   - Five days a week – inside (this is by teacher's choice).
   - Five days per week – unscheduled (this is by teacher's choice).
   - Every Kindergarten Day.
   - Daily, but I am 1/2 time so I teach every other day on a rotating schedule. I have lunch duty every time and teach.

- No lunch duty.
- Everyday.
- 5 days.
- No lunch duty - 5 (number of teachers that had this response)
- Twice a week (included in above numbers) but I have 5 duties including early morning and recess.
- Every day.
- Teacher 1 JK/SK blend - no noon hour. Non kindergarten day there are 2 duties - one before school and the other is one lunch. Teacher 2 has a JK in the morning and a SK in the afternoon. There are no kids in class. Has 2- 20 min. inside hall duty per week.
- Twice a week/ or three times a week depending on the week, I am a 1/2 time teacher. Once a week (data already included in above numbers) double duties. I do my lunch duties on Tuesdays because I am currently doing a.6 position (.5) JK + (.1) computers on Tues. p.m. I do my duties on the computer day. So I do not supervise on the JK days.

5. What are you expected to do during your inside lunchroom supervision?

- ✓ Help with opening lunch items, encouraging the children to eat, tidy up, have them wash hands, etc.
- ✓ N/A -5
- ✓ There are no expectations except the ones that I have instituted. For example: get children organized with their lunches and have them start eating.
- ✓ Assist students, and keep order.
- ✓ Supervise 5 classrooms while they eat - my SK and SK/JK class are one of them.
- ✓ Volunteer to watch.
- ✓ Monitor lunches, open containers, prepare hot dogs or pizzas, collect milk money – student monitors get milk, distribute milk, hot dogs, and pizzas. I monitor students for safety (i.e. choking), scan all foods for nuts and supervise eating, washing hands, clean up, and dressing for outside.
- ✓ Distribute special lunches- e.g. hot dogs, pizza, and subs. Assist children to open packages, thermos, and clean up spills. To supervise recycling of lunch materials and assist children dressing for outside.
- ✓ Supervise my class and assist with packages/ microwave food etc. I ensure kids eat sandwiches.
- ✓ Get milk, direct students to sit and eat, encourage students to each sandwiches first, encourage good manners, direct students to clean up, and assist with getting ready for outdoors. *Twenty minutes is not enough.*

- ✓ Patrol 1st floor and check all classrooms for 20 min.
- ✓ Monitor classroom for safety; help children with student monitor support. Patrol hallway between rooms.
- ✓ Monitor primary classes.
- ✓ No Duty - I arrange for and contact parent volunteers to supervise.
- ✓ Monitors are expected to help students open lunches, drinks; make sure they stay in their seat; make sure garbage is thrown out and encourage reluctant eaters to eat. They also assist students in getting dressed for outdoors.
- ✓ Rotate between 3 classes, supervise children while eating in their classes, and prepare students for outside.
- ✓ On call.
- ✓ Supervise 3 classrooms being 2 kindergarten and one grade 1 class.
- ✓ Keep children on task, in chairs, open containers, clean spills, deal with problems, supervise hand washing, get children ready to go outside, check lunches for foods containing peanuts.
- ✓ Get children set-up for lunch and resolve any problems between children.
- ✓ I monitor all the rooms and check with the monitors to make sure all is well.
- ✓ Watch children while they eat.
- ✓

6. What are you expected to do during your outside lunchroom supervision?

- ✓ Monitor safe play on equipment - scooter boards, bikes, balls, etc
- ✓ Yard duty.
- ✓ It is covered by parent volunteers. I make myself available to be on call for the problems.
- ✓ Supervise students.
- ✓ Supervise students on playground. My SK's are on one playground and the JK's are in a fenced area.
- ✓ Watch and supervise fenced play area.
- ✓ Remind and ensure safe use of equipment and encourage cooperative play.
- ✓ Supervise storing of equipment, line children up, and bring them in.
- ✓ Monitor for adherence to boundaries and safe play, monitor use of special equipment for safety and appropriate use.
- ✓ Supervise JK/SK playground.
- ✓ N/A other teacher outside.
- ✓ Patrol entire school yard and check on JK play area. It is rather isolated.
- ✓ Yard duty as per school supervision schedule.
- ✓ Monitor playroom.
- ✓ Keep an eye on children, keep them safe, settle problems, and oversee older children used as monitors.
- ✓ No duty - Arrange for and contact parent volunteers to supervise.
- ✓ The teacher on duty is expected to supervise the primary 1 junior playground with students from JK - 5.

- ✓ Rotate amongst students and ensure student safety for approx. 1/2 of school (with 365 students). I am presently on junior duty (grades 3,4,5).
- ✓ Blank answers - 2
- ✓ On call.
- ✓ Supervise 1 to 2 classes.
- ✓ Supervise as regular teacher. Teacher 1 non kindergarten day. Teacher 2 no students over lunch.
- ✓ They watch a video for quiet time.
- ✓ Supervise the playground.
- ✓ Watch children in the playground area.
- ✓ N/A

7. Are any of these duties challenging or difficult to meet? (please describe and list in priority)

- ✓ No - 7
- ✓ Blank answers - 9
- ✓ Somewhat with so may little ones.
- ✓ Need a larger break from the children.
- ✓ Physically trying to meet the needs of up to 25+ 3-5 year olds and monitor all areas of the lunch hour then to try to find time to have your own lunchtime.
- ✓ Twenty minutes is not enough time to eat and get ready for outdoors. Preparing and cleaning up the eating area takes time away from prep. time, lunch time, and student eating time.

Comments from one teacher below:

- ✓ Lunch - Eating
- ✓ Children can't open containers
- ✓ Need help with washroom clothing
- ✓ Don't know what lunch food is and eat chips and cookies
- ✓ Allergies- Epi Pen needed
- ✓ Spills
- ✓ Outside - dressing 23 children for play in snowsuits
- ✓ Safety on equipment
- ✓ Share and take turns on bikes
- ✓ 40 min. outside is a long time when you don't have bikes for all
- ✓ Accidents - bumps and scrapes
- ✓ 40 min. in sun and there is no shade
- ✓ 40 min. in cold and stormy weather

- ✓ Yes. If there are no volunteers available on a certain day. We have recently added duty teachers inside and outside specifically for the JK/SK areas. (Not the JK/SK teachers)

- ✓ The classroom is often left in a mess. Some parents complain their child does not eat. Classroom tables should be wiped down by a janitor with proper cleaning solutions- i.e. disinfectant !
- ✓ Lunch hour is not a big problem - except rotational duty is hectic. There is no flexibility in schedule and it fragments my program.
- ✓ 1. Time commitment. 2. Number of students.
- ✓ Washing hands following lunch due to allergies and dressing 20+ children for outside play.
- ✓ Not really.

8. What do you expect of your parent volunteers during inside lunchroom supervision?

- ✓ To help open lunch items.
- ✓ Follow established routines.
- ✓ To supervise and assist students.
- ✓ Assist in all areas as listed in #5 i.e. monitor lunches, open containers, prepare hot dog or pizzas, distribute milk, hot dogs, and pizzas. Monitor students for safety (i.e. choking), scan all foods for nuts, supervise eating, washing hands, clean up, and dressing for outside.
- ✓ To help distribute special lunches, assist children to open packages, thermos, and to clean up spills. Assist children dressing for outside.
- ✓ Help with all #7 concerns (refer to ***Comments from one teacher below*** on question #7)
- ✓ To ensure that the students behave and sit at their desks to eat lunch quietly; students tidy up their areas and get dressed before going outside.
- ✓ Assist with opening lunches, read to those finished their lunch, make sure children are safe, provide emotional support, make sure children are dressed appropriately for outside, consistency with behaviors, and to take the children down the hall.
- ✓ I don't have any volunteers during lunch.
- ✓ Assist students with opening containers.
- ✓ Problem solve, move around the room, and deal with our children and not just their own.
- ✓ N/A- 9
- ✓ Blank answers - 3
- ✓ There are none.
- ✓ None.
- ✓ Watch that all children eat their sandwiches, fruits and vegetables. Assist in opening packages.

9. What do you expect of your parent volunteers during outside lunchroom supervision?

- ✓ Circulate and help with traffic control.
- ✓ Supervise the child when they need to go in to use the bathroom or for injury.
- ✓ Observes yard enclosure (kindergarten area only).
- ✓ To watch the children - mediate minor problems.
- ✓ Monitor for adherence to boundaries and safe play, monitor use of special equipment – for safety and appropriate use.
- ✓ Help with all #7 concerns (refer to comments from one teacher below on # 7 question)
- ✓ To solve minor conflict, tend to scrapes, and ensure that students are playing safely.
- ✓ Make sure that the children are safe and remain in enclosure.
- ✓ We do not use any. I don't think parent volunteers should be used. They are not employees of the Board and they are not supervised - they come with pre-conceived notions etc. They do not necessarily provide good supervision.
- ✓ N/A - 10
- ✓ Blank answer - 3

10. How many kindergarten students do you supervise during your lunch duty?

- ✓ 36
- ✓ 21 JK and 18 SK
- ✓ 47
- ✓ 23 SK and 19 JK/SK
- ✓ 24/25
- ✓ 23
- ✓ 21 JK and 25 SK
- ✓ 22
- ✓ 22 and 25
- ✓ 21
- ✓ 23
- ✓ 44
- ✓ 41
- ✓ 18 JK and 21 SK
- ✓ None
- ✓ 25 SK and 17 JK and 16 JK/SK
- ✓ 20 to 50
- ✓ 21 JK, 23 SK, and 21 JK/SK
- ✓ Blank answers- 2
- ✓ 20 or 21
- ✓ 25
- ✓ 14

- ✓ N/A
- ✓ 18 SK and 14 JK
- ✓ my own class (23) + 4 junior classes (28 each) in separate rooms
- ✓ 0

11. Where do the children eat lunch?

- ✓ Table- 24
- ✓ Must clean tables before and after lunch - dismantling prepared activities.
- ✓ Desk - 2

12. Who prepares and cleans up the eating area?

- ✓ Teacher and /or parent volunteers and (student monitors help clean up).
- ✓ Classroom teacher prepares - volunteers/monitor and custodian clean up.
- ✓ Caretaker washes table and the children tidy up.
- ✓ Classroom teacher - I am training the grade 5 class and the kindergarten children to help tidy up.
- ✓ Teachers, parents and children.
- ✓ Teacher prepares and the cleaning staff and student helpers clean up eating area.
- ✓ Teacher
- ✓ I prepare - the grade 2 helpers and myself wash tables.
- ✓ Teacher - when I can - left some days and we work on dirty tables.
- ✓ Classroom with assistance from student monitors.
- ✓ Students and parents
- ✓ Teacher.
- ✓ Teacher prepares eating area (cleans off work of children), and the caretaker cleans off and washes tables after eating and empties garbage.
- ✓ Usually myself, or the student monitors. Janitor should be involved!
- ✓ The children.
- ✓ Students in SK assist, I do, and grade 5 students clean after.
- ✓ Teacher prepares and student volunteers clean up.
- ✓ Student and parents.
- ✓ Children and teacher put activities away. If the parent is present the the table are wipe, otherwise, there is no time. Some clean up is done by the monitors and janitorial staff after lunch.
- ✓ The children.
- ✓ The student monitors.
- ✓ Teacher prepares and the student monitors clean up the eating area.
- ✓ Teacher, children and monitors.
- ✓ Teacher.
- ✓ Teacher prepares; students and monitors clean up.

13. Do your students wash their hands before and after they eat?

a) Yes - 21

- ✓ Only before lunch
  - ✓ Don't know if it is always done, even when they are asked to - they need constant supervision.
  - ✓ I am only on duty once per week as they eat lunch, so I do not see what happens after lunch the other 4 days of the week.
  - ✓ Yes, before and sometimes after.
  - ✓ Before only - there is no water in the classroom.

b) No - 3

- ✓ I ask those with allergies to wash before. Any messy activities require hand washing, but not on a regular basis.
- ✓ No time. Soap dispenser is difficult to use. There is only 1 sink for 23 children and it would take too long.

c) Sometimes - 4

- ✓ With one bathroom and all those children it is difficult with time constraints.

14. Do you have workable emergency procedures in place over the noon hour?

No - 2

- ✓ One teacher is unsure as to your meaning on this one.
- ✓ Left blank answer.

Yes - 23

- ✓ Teacher on duty handles situation, the get classroom teacher for assistance. First aid supervisor is on call.
- ✓ When parent volunteers are available.
- ✓ Students can either be sent or taken to me or to the office.
- ✓ Emergency EXIT in classroom out to yard. Epi-pens for two children with severe allergies (nuts/bees). Extra clothes for bathroom difficulties and bandages etc.
- ✓ If a child is hurt, hopefully a parent volunteer is available and a student monitor can report the incident to the office. Also, teachers are on duty in the hallways and they check into the classrooms.
- ✓ We use a horn to call for emergency assistance or senior student runner if not urgent.
- ✓ Emergency medication is in the classroom and office. Student helpers are necessary for assisting with minor scrapes and washroom.
- ✓ Call office - call staff.

- ✓ Teacher on duty in hall. Principal or secretary in office during eating time. Outdoors - two students.
- ✓ Ep-ipens are accessible and administer if necessary and then reported immediately to the office.
- ✓ Classroom teacher, E.A. and duty teacher can all assist with emergencies.
- ✓ Student monitors are to go to the teacher on duty.
- ✓ Teachers on duty - Teachers in staff room. Whether teacher with First Aid is available is a bit tenuous.
- ✓ I am available to handle any emergency.
- ✓ Principle/ designate available.
- ✓ Mrs. Tadeson (myself) is always available.
- ✓ Staff from the staff room are called. Our school is out in the country and with 40 min. lunches. Most staff is present at lunch.
- ✓ Teacher in hall while children play in my room. Someone is in the office and the student monitors are in the classroom. I tell my monitors to have me paged in the lunchroom if there is a problem in my class.

15. Who supervises the children with special needs during the lunch hour?

a) Teacher - 4
b) School Volunteer - 1
c) Student Monitors -4
d) Educational Assistants - 6

- ✓ (1 already accounted for in numbers- only when assigned)

e) Other (please specify) – N/A - 7

- ✓ I have arranged a half-day ever day program for our special needs student
- ✓ Goes home.
- ✓ The sister of my special needs girl assists her.
- ✓ Blank answer- 1
- ✓ Do not have any special needs students.
- ✓ I do not have any special needs students.
- ✓ There are none.
- ✓ N/A

16. Have the parents expressed concern about your present noon hour supervision procedures?

No -16

Yes -9

- ✓ Some have volunteered over noon hour supervision times.
- ✓ Please see attached note
- ✓ So many children 24-25 each day. Eating in the classroom (no lunchroom) enough time to eat and get ready for outdoor time.
- ✓ Parents are concerned about student monitors in classroom while children eat their lunch, I'm in the classroom during eating time with my students. Parents are satisfied with this. Lunch time in my class begins 1/2 hour before regular school lunch time, so I can monitor my children.
- ✓ Concerns for safety, sanitation, developmental level of children, monitoring of adults : ¾ year olds. Concerned with having grade 6-8 students responsible for 3-4 year olds.
- ✓ So busy - J.K.'s need much assistance. There is little time to take a break. I am concerned for my well-being.
- ✓ Concerned with choking, there is no paid supervision as in daycare, concern expressed during Early I.D. meeting - some were appalled at the lack of safety shown to our children during lunch. It is usually the greatest concern for parents.
- ✓ The concern was about the availability of play equipment. (fundraiser will address as will additional money for the newest (as of Oct 11th) JK class (B schedule). some parents also asked about the students not seeing their sibling (different recess time) out of the enclosure to play with siblings.
- ✓ A former City of Hamilton teacher as a parent believes a teacher should be in the room the entire time while the SK's eat lunch in case of an emergency. They believe SK's should not be in the schoolyard with general school population (even though that is only grades 1 and 2 at our school). I do not think combining and overfilling another class is a solution (i.e. lunchroom scenario). Teachers at our school presently have 5 duties each or approx.90 min. of supervision weekly. To provide 1 more teacher in Sk- will increase this and cause resentment. Solution - Parents make alternate arrangements i.e. daycare/babysitter (for entire school) We (schools) should not be providing the service!
- ✓ Since most of the children are bussed to school there is little opportunity to discuss concerns, if there are any. Parents who do not volunteer are not aware of lunch room procedures. some parents only question supervision outside because they hear about problems. They do not appear to care what goes on inside. No news is good news!

Notes:

- ✓ Kindergarten teacher requested to be part of staff duty schedule. Receive extra prep as available to "payback" a.m. recess time. This teacher has signed her name to the form along with two other signatures. This survey is from Mountain View, Stoney Creek. They have included a supervision timetable.
- ✓ Two page letter from Kathy Shields at C.H. Bray School.

Appendix G

Elementary Average Class Size for Selected Years
January 2000

Judith Bishop

YEAR	JK	SK	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	AVERAGE
Hamilton 1973-74	**17.6**	**21.8**	**24.2**	**28.5**	**28.9**	**29.9**	**30.3**	**31.0**	**30.6**	**29.3**	**29.06**
Hamilton 1990-91	17.9	20.0	21.8	22.9	23.9	24.6	25.9	24.8	25.2	25.4	24.08
Hamilton 1991-92	17.4	20.0	22.1	23.3	23.7	24.6	25.7	25.2	24.5	25.8	24.15
Hamilton 1992-93	18.11	19.65	22.57	23.19	24.04	25.44	25.57	25.4	25.17	25.05	24.39
Hamilton 1996-97	19.8	22.6	23.29	24.49	26.43	26.53	27.58	27.54	27.66	27.23	26.06
Hamilton-Wentworth 1999-2000	**20.27**	**21.52**	**22.52**	**23.25**	**24.06**	**25.10**	**25.24**	**25.95**	**26.81**	**26.93**	**24.43**

Figures taken from annual staffing reports of the former Board of Education for the City of Hamilton and from the Hamilton-Wentworth District School Board 1999-2000 Average Class Size Report.

Historically class size had been declining in the former city Board since at least 1973-74, when the overall average class size for the elementary grades had been 29.06, until 1990-91 when it had stood at 24.08.

Class sizes in the Hamilton-Wentworth District School Board in 1999-2000 are at the levels roughly of those for the former city Board in 1992-93, when the average class size was 24.39. Class size is now defined more rigidly than then as now teachers who do not teach a class for half the day or more are not included as class teachers.

However, the average class size of **Junior Kindergarten**, which had begun to increase earlier in the city Board, is now at the **highest average in the city** it has been since **1973 when it stood at 17.6**. In 1975 average class sizes were 18.7 for Junior Kindergarten and 20.9 for Senior Kindergarten. Every Junior Kindergarten class also had an Educational Assistant as well as many large senior kindergarten classes. There were no special education students as up until 1985 and later they were served in separate community programs. Present classes include special education students and there are only Educational Assistants if there is a child with high needs. Class sizes are now standing at 20.27 and 21.52.

Average class sizes for grades 3 and 4 and for **7 and 8** are higher than they had been in the city in 1991-92. However, average class size of grades 7 and 8 had always been higher than those for other grades in the city. In 1972-73 they had been 30.6 and 29.3 respectively. By 1990, the year of the city's lowest average class sizes, averages for these grades were 25.8 and 24.1.

What has been the effect of imposing an overall average class size in 1998 in the elementary grades? It has returned most class sizes to the average the city had in 1992-93, that is before the 5% cut in staffing imposed on boards of education by the NDP government. However, this has been achieved without returning average class size in Junior and Senior Kindergarten to the 1992-93 levels, and these classes often have no Educational Assistant support.

#12

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution by the Director.

Signature: Merv Matier

Date: June 1/01

To: Merv Matier, Director of Education

From: Chuck Reid, Superintendent of Education
Lynn Howarth, Early Childhood Education Consultant

Date: June 7, 2001

Re: **Removal of Mid-Day Transportation on Kindergarten Delivery Model**

Recommendation:

It is moved by _____ that the Board supports two program delivery models for Kindergarten students: (1) *half-day every day*, and (2) *full-day alternate day*.

- a school may provide both a *half-day every day program* and a *full-day alternate day program* when sufficient space and student numbers exist
- in schools where 80% or more of the students are transported, and sufficient space and student numbers do not support the provision of both delivery models, then a *full-day alternate day program* will be provided
- where 20% or less of the student population is transported, and space cannot support both delivery models, parents of Kindergarten students will be surveyed
  → the decision of 85% of the surveyed respondents will determine the model of delivery
- there is an understanding that mid-day transportation for Kindergarten students will not be provided by the Board.

1.0 Background Information

1.1 That prior to September 2001 Kindergarten students who attend the previous Hamilton Board of Education received mid-day if they qualified for regular transportation. The previous Wentworth Board of Education did not provide a similar service.

1.2 The Hamilton Board of Education prior to September 2001 provided all Kindergarten students a half-day every day program. The Wentworth Board provided alternate day programming.

1.3 The issue of Kindergarten program delivery and transportation practices was reviewed through the 1999-2000 school year.

1.4 A report was presented to the Board in April 2000 which suggested a District alignment of services through the following motion.

- ***That, effective September 2001, Kindergarten students will no longer receive mid-day transportation.***
- ***That the Board support a half-day program in schools where less than 20% of the school population is bused and 85% of the parents of Kindergarten children agree to move to a half-day program, with the understanding that mid-day transportation for Kindergarten students will not be provided.***

1.5 The Board accepted the removal of mid-day transportation but questioned the formula for determining half-day vs alternate day Kindergarten programs.

1.6 The Board requested that the fifteen schools who were affected by the removal of mid-day transportation work with their School Councils to determine program delivery. The rationale for this decision was to allow individual schools more discretion concerning site-based decisions.

2.0 Current Information

2.1 The fifteen principals affected by the Board's direction were assembled and debriefed by Chuck Reid, Superintendent of Education and Lynn Howarth, Early Childhood Education Consultant. Schools effected are as listed:

Buchanan Park
Franklin Road
Helen Detwiler
Huntington Park
Lincoln Alexander
Mountview
Pauline Johnson
Prince Philip
Ridgemount
Ryckman's Corners
Sherwood Heights
Sir Isaac Brock
Thornbrae
Vern Ames
Woodward

2.2 The School Council Chairperson along with the School Principals received an overview of the history and the process required to establish the change of transportation service by September 2001. This included:

- a rationale for the change in service
- an overview of the school impacted by the change
- an opportunity was provided for discussion and clarification concerning the process that was engaged
- a framework for surveying the community was provided

2.3 Schools surveyed their communities in the fall of 2000 and were to have a decision concerning choice of program delivery by November 30, 2000. This was confirmed in January 2001.

2.4 As of January 2001 schools have begun the student registration process for September 2001.

2.5 The Early Learning Advisory Committee has reviewed the process through feedback received from principals concerning this issue (refer Appendix A).

3.0 Issues and Concerns

3.1 Issues noted by Principals concerning the process for decision making included:

- inconsistency of program delivery throughout the District
- the potential to split communities
- the potential of excluding a segment of the population for Junior/Senior Kindergarten
- the potential to disrupt programming and supervision scheduling in the school
- the potential to disrupt staffing within the school

3.2 Principals were put in a position where there was no clear process to determine an equitable and District-wide aligned resolution.

4.0 Conclusions of the Early Learning Advisory Committee

4.1 It is suggested that the Board reconsider its original recommendation to establish a standard to determine if a school will have a half-day every day or alternate full-day Kindergarten program.

4.2 It is suggested that the Board support the original April 2000 formula.

"That the Board support a half-day program in schools where less than 20% of the school population is bused and 85% of the parents of Kindergarten children agree to move to a half-day program, with the understanding that mid-day transportation for Kindergarten students will not be provided by the Board."

PLEASE ATTACH THESE APPENDICES TO AGENDA ITEM #12.

REMOVAL OF MID-DAY TRANSPORTATION ON KINDERGARTEN DELIVERY MODEL

September 2001
JK/SK Half-day or Full-day Programming

CONCERNS

Safety

- Because of the new transportation policy and the nature of the situation at our school (where many parents are appealing the decisions due to safety concerns), we have little way of knowing now how many or which students will be affected by the decision to cancel noon hour transportation. This made it very difficult to discuss the issues with our parents who were contacted. With the vast number of students currently staying for lunch, and the increased demands on teachers to provide this supervision, I feel the addition of JK/SK students over the lunch period would not only be a huge safety issue for the 3-5 year olds, but add much strain to an already impossible supervision load.

- Noon hour supervision is a critical issue. 1/2 d program teachers did not need coverage for their 40 m lunch, and were able to provide supervision over the lunch hour (middle duty) because of the structure of their day. This will be lost to us as a means to address this supervision problem.

- Lunch supervision (1 hr) teachers entitled to 40 min. means students need to go outside with rest of school for 40 min. - supervision is an issue as is having small students out on the large playground - also it would be impossible to prevent all JK/SK students from staying for lunch.

- Lunch supervision - these children need adult supervision at a much smaller ratio than the regular lunchrooms. They will need to eat lunch in their room, not with the older kids. They will then need help dressing to go out to play. At play, again in a separate area, they will need closer supervision than the rest of the student body, for safety.

- Lunch-hour supervision.

- Student safety and teacher supervision - especially for JKs and especially over the lunch.

Program

- We end up providing what the parents see as a less than adequate program. "We are not sending our kids to school for nap time. We expect them to learn .... they can sleep at home!"

- I share the many concerns about an alternate day program of others (lack of continuity, routine, long day for students, etc.) but gave it much consideration, as I am aware of the programs functioning well elsewhere. Alternate day programming would have great ramifications for our school and Day Care. Day Care has very strict numbers, and may not have had space to program for the alternate day. Staffing the day care for alternate day groups would be very difficult. Due to the day care, we have many out of area students. It is impossible to predict numbers and collect data at this time. Since this year's JK population is lower than usual, and we have yet no way of knowing next year's students, we may be in a position where we will be down one class, further complicating scheduling decisions and making it very difficult to get reliable and complete data for this decision.

- Issues: lunch time supervision
  nap time for JKs
  too long a day
  not ready for all day program
  toileting
  not fair to "walkers"

- We considered having one class of JK and one class SK be whole day but this will throw the whole school into chaos. We have a rotary system for our Junior students and through that system we manage to give release time to primary classes without closing down our Library. Our Librarian is still working with small groups and teaching curriculum - one of the reasons our EQAO scores are good. This rotary system has kept our Librarian from needing to waste her expertise on giving release time. If we have partly half day and partly full day kindergarten, providing release the way we do will be impossible. Even finding regular gym classes for the alternate day kids will be difficult because their schedule will not fit with the rest of the school and our gym schedule is very full because our school is so large. Our staff members already do extra lunch duty because so many children are bussed. We have more students staying for lunch than neighbouring schools have in total. These same people has bus duty and because we are the third school on the bus run, there are often back-ups and our supervising teachers are still watching kids until 4:20. Our teachers do too much duty!

- Add kindergarten lunch duty to this staff and you can forget any chance of extra curricular activities, which can only be done at noon because half of our kids are bussed. Right now our Kindergarten teachers, because they have a shorter morning, help with supervision, but give them full day and we will need everyone doing duty every day. We will need to close down our learning resource room and our library, either the period before lunch or after lunch in order to have people who do the mid section of lunch supervision.

- Staffing will also have to remain flexible re potential shifts and subsequent changes to delivery plan.

- Length of school day - from 8:55 - 3:35 - too long, fatigue would be an issue - many would require naps - query quality of instruction for the last couple of hours.

- Recess - must be incorporated in order to maintain 1350 instructional minutes.

- Naps - the students will be tired during the afternoons, especially in the fall as they get used to this long day.

- Emotional/social needs of children not 4 years old until Dec. 31 being at school all day.

- Scheduling release time for two additional teachers.

- It would be impossible for us to have a full day program at Buchanan Park. Besides being contrary to the majority of our parents, it would impact on lunchtime supervision as my SK teacher is on duty at lunchtime. Her release time is connected to existing bell times and would impact on the entire school. We have bussing issues here and they also dictate our school hours. We have already reduced our population this year by .5 of a teacher. If families do not receive their half day program, they will go to another school. This would impact on my staffing for the entire school. We have asked our parents for input and they have given a very strong message.

- Half-day program is better for learning.

- The school organization; i.e., 0.5 Kindergarten teacher is 0.5 gr. 1 teacher in the other half of the day so the a.m. gr. 1 teacher can teach computers in the p.m.

- The program; i.e., SK students would be part of the Open Court Reading Program we were beginning. We are running an integrated model where children are streamed to a certain extent. Special Education students are included at the appropriate level and the split classes are eliminated for language and the SKs all need to be in attendance during the "Open Court Time".

- I also had to make certain my physical plant would allow the model. Since I am over crowded and have 4 portables with "double booking" of some rooms; i.e., one JK room is 0.5 music/drama room for programming.

- The issues of SK/JK teacher release time will need to be looked at along with the lunch time supervision. At this time all teachers are involved in lunch supervision. The schedule will have to accommodate extra supervision for the JK/SK students which will require more time for release so a lunch time can be provided to the supervisors.

- To do that in September will impact 5 staff changes.

Selection Process

- Clearly, a large majority of parents prefer half day. These parents read and respond to Newsletters, volunteer in our school, and are the active participants on School Council and Home & School. THEY make this school a special place to be. There is no way we should ignore their desire for half-day. However, what are we going to do for the handful of parents who are not able to drive their JK/SK children to school?

- The other concern expressed at School Council was the concept the Board is fixed on having 'consistency'. The "system" seems to think if things are consistent, they are fair. According to School Council, that is not necessarily true. Our recently amalgamated school board consisted of a largely rural Board joining a largely urban Board. While less costly to the "system", what worked well for the former County does not work well for the City. Rural boards are so spread out that it is reasonable (to parents) to have full day alternate. This does not make full day alternate a reasonable alternative for the parents of urban Boards.

- IF the Board plunges ahead (in their desire to be 'consistent') and imposes the full day alternate, this community will feel disenfranchised, angry, and resentful. (I can hear it now ..... "Mr. Dexter, you asked what we wanted, we voted on it, School Council discussed it at length, and voted unanimously in favour of half day, AND NOW YOU ARE TAKING IT AWAY FROM US. Don't ask us for our involvement/participation again!")

- Although we did our best to gather data to make an informed decision, many of the factors mentioned above were not in our control and/or unknown at this time. This made the process a very difficult and frustrating experience. Undoubtedly, some parents will not be pleased and we will hear from them, or they will go elsewhere. If is unfortunate that this decision was placed solely in the hands of individual schools and principals, who are pressed to decide on such a major issues, without the full data that they need to make a decision that is best for their students and parent community.

- We don't like our decision but it is the best one that we can make under the circumstances given us. If told to have full day, by a superintendent, we will of course do so but we feel we are inconveniencing our total population and our teaching staff in doing so. Save a little money and offend many people, no matter what way we go. This is a trustee decision and it should be the trustees who take the heat. How unfair to expect us to come to consensus when we serve two communities. This is not A COUNTY SCHOOL and telling me that two different programs are working in a small Dundas School

doesn't make me believe it won't cause huge interruptions in a crowded city school that tries to meet the needs of two very different communities.

- Inconsistencies in programs offered when equity and consistency were the goal.
- Population shifts - we are able to be in touch with only our current JK population, which will be our SK population next year. We don't know until the end of June who our JK population is, to be basing our program on their needs. We don't know their needs. We have this problem each year.
- Population shifts - we have a shift in population so each Sept. we have to relook at our numbers and now at JK/SK needs to know what to offer.
- Must have at least one full day class for students who require bussing.
- Our projected numbers are on the border between 2 or 3 classes.
- We would really have preferred to offer both full and half day programs.
- Transfers in could be problematic later in the year.
- Will our school boundaries be changed before Sept.? This would seriously affect our bussed numbers.
- Although we would like to have offered both, our fear is that it might give too many options and would become very complicated.
- The catchment area/school closure; we are from the beachstrip where we already have lost a school part of the picture - my parents and staff are aware that the beachstrip community is very important to Woodward Avenue School and they do not want to alienate it in any way.
- Woodward Avenue is a different situation from many of the other 14 schools that are affected by the no mid-day transportation decision. We are a stable community that once the catchment boundaries are changed to reflect practice, will always send their children to Woodward. We are not like many of the others where the bus students are coming to that school because there isn't a school yet in their area but sometime in the future that may change. Child care is provided by babysitters or the children go to schools out of catchment. The Red Hill Expressway decision will impact on the school but we have no idea what that impact will be.

Students Left Out Due to Decision

- Some of the "walker parents" want to do a fundraising to help pay for a 'run' at lunchtime. They empathize with the few who can not drive. They have asked me to ask you if it is alright for the community to pay for a mini-bus or taxi. They want to know how much a 'run' will cost and determine if it is worth it to fundraise. (I told them this was not feasible.)
- If Huntington Park can offer a full day scenario, the six students who can not get transportation could attend Huntington.
- Whatever monies we will save by eliminating one 'run' can not justify dividing this community or depriving a child from a lower economic background from attending school.
- "Bus parents" who do not own their own vehicle will not be able to transport their child to school. What are we going to do for them?

12-7

September 2001
JK/SK Half-day or Full-day Programming

School + Principal	Half-day	Full-day	Process
Sherwood Heights Tim Dexter	Half-day every day		We polled our community twice. The latest poll results showed 82% wanted half day and 18% wanted full day alternate. (This was similar to the results of the first poll.) Our School Council is largely made up of "walkers". It was not surprising that the School Council voted 100% for half-day. I expressed concern and disappointment that we could not get "bus parents" out to School Council. The second poll offered two choices: A. I choose half-day everyday JK/SK even though we will not have mid-day bussing. B. I prefer full-day alternate day JK/SK since we will not have mid-day bussing.
Lincoln Alexander Barb Haverty	Half-day every day		After the Early Learning Advisory Committee Report was presented in April, 2000 a survey was sent to all existing Kindergarten parents (results were sent to L. Howarth and unfortunately I did not copy). More than half surveyed indicated a preference for remaining with a half day program. In May, School Council discussed the issues involved and gave input that supported continued half day programming. In October data was gathered by phoning all existing J.K. parents and several parents of new J.K. students (known because they have siblings in the school). Only parents in the bussing area were contacted. The results were as follows: 8 with 1/2 day preference - 4 with preference for alternate - 3 with no preference or no response. As well, I met with Jennifer Powell-Fralick, day care staff and S. Nolan (Helen Detwiler) to discuss the implications of both types of programs for Day Care within our buildings. Many scheduling, staffing and space concerns were discussed which would make alternate day programming very difficult. Day care personnel's input supported remaining with a half day program. Therefore, based on available input of those above, the decision is made (and communicated to the community) that we will continue to offer only a half-day program.
Pauline Johnson Frank Kovacs	Half-day every day		1. Survey to parents: # sent 83 # returned 31 # supporting alternate day program 11 # supporting half-day, every day 20 # students requiring noon transport 9 (as of today) 2. School Council meeting: put on agenda parents needing more information concerns to attend decision: School Council supported half-day, every day programming 3. Letter, in October, to current JK parents re decision for next year. To see me if any questions (none to date).

Mountview Barb Jepson	Half-day every day		Not all of my survey results are in. I surveyed the current JK students. There are 24 students altogether. Results of the survey: Based on a return of 12 so far. 1. 4 of the respondents ride the bus; 10 do not. 2. 3 support a full day, alternate day program; 7 do not. 3. 11 support a half-day, every day program; 1 does not. 4. 10 would arrange their own transportation; 1 would not. These results will be shared with School Council tonight. These results are consistent with last year's survey response. It would seem from these results that a half-day program would continue next year. School Council supported this at the October meeting. There is a new-housing complex being built. Daryl Sage indicated that about 112 children would come from there. I need to determine whether it would be a transportation route yet and I will find this out asap. Whether any would be JK and SK age, I do not know.
Huntington Park Don Morrow	Half-day every day 63% of our parents want half day programming and 37% requested full day. Most of the people who want full day would much rather have half day, but they live too far from the school and have no car, so they reluctantly chose full day rather than exclude their child from kindergarten.	Full-day alternate day	Of the children who are bussed, 54% of the parents chose full day. Of the children who are walkers, 77% of the parents chose half day. You can see that there is a split and that there is going to be great unrest, no matter what way we go. Our School Council feels very badly, because the people who are forced to request full day are mostly people who live in the area with no school. These kids are already disadvantaged because they travel out of their community to attend school a[illegible] now they will lose transportation. Many of these people live in subsidized town houses. There is some real poverty and most of them have no vehicle. The Council feels we are making a decision that further disadvantages the children who need JK/SK most. We did a phone survey and contacted all but one of our JK parents to come up with our data. We also published it in our newsletter and asked for input from our next year JK population but we only got four responses from this group. Bussed Students 46% want half day 54% full day Walking Students 77% half day 23% want full day Total School 63% want half day 37% full day

Thornbrae Lin Hart	Half-day every day	Full-day alternate day If 3 classes: Plan #1 JK 1/2 d, every d JK/SK 1 d, alternate d SK 1 d, alternate d Plan #2 JK 1 d, alternate d JK/SK 1 d, alternate d SK 1 d, alternate d If 2 classes: Plan #1 JK/SK 1 d SK 1 d If 4 classes: Plan #1 JK 1/2 d JK 1 d SK 1/2 d SK 1 d Plan #2 JK 1/2 d JK 1 d SK 1 d SK 1 d	June 2000 Council presentation and discussion. Survey: 17 alternate day support 28 half day support (see attached) November 2000 Survey: 5 alternate day support 4 half day 3 either program 4 both (JK - 1/2; SK - 1) (see attached) December 2000 Council chair feedback/Teacher discussion and input - proposal as above.
Franklin Road Lillian Somerville	Half-day every day		The results below indicate the responses from 4 families of the 7 families surveyed. We only surveyed the homes of our current transported JK students. Attached please find the survey we sent home. Please note that we had to cancel our November School Council meeting. These are the responses thus far: • (1) "the loss of mid-day transportation will not be a hardship for our family" • (4) "I would be interested in attending a meeting to look at other ways to manage mid-day transportation." Additional Comments: • "If there is no mid-day transportation then of course I speak for all concerned. What happened to all day kindergarten that was supposed to be implemented in 2001-2002?" • "What about full-day kindergarten. I may not have a car to transport my son. I am a single parent and cannot depend on others for transportation. My son is entitled to an education and without transportation how does he get there? This is ridiculous."

Helen Detwiler Suzanne Nolan	Half-day every day		As Helen Detwiler and Lincoln Alexander both house Day Care Centres, Barb Haverty and I met with our Day Care Supervisor and Jennifer Powell-Fralick to discuss this issue and how to approach it. We decided to do the following: • survey current JK parents who access noon time transportation to find out if the loss would be a hardship for the family • the Day Care people feel that they can offer a reduced rate to families who need to have their child at school for the day. In this way the child could come on the bus in the morning and return home on the bus in the afternoon. • we would offer to host a session where parents could meet and explore other ways of "problem solving" Result: • currently 20 JKs (out of 69) use mid day transportation • to date I have received 9 back. 11 parents have not responded • 6 parents have indicated that the loss of mid day transportation would not be a hardship • 1 has indicated that the loss of transportation would be a hardship • 3 would like to attend a meeting to discuss other ways of solving this problem • 1 family has signed their child up for the 1/2 day Day Care package
Vern Ames Carol Campanella	Half-day every day	Full-day alternate day	I discussed this with the JK and the SK teachers, in light of the final decision to offer NO noon hour transportation in 2001-2002. I then discussed this with our School Council. They remembered the survey results from last year and felt this was a good plan.
Ryckman's Corners Al Mazza Vice-Principal		Full-day alternate day	• Vice-Principal spoke to kindergarten teachers about possible solutions. • Letter sent home to all school families requesting input. • Secretary phoned present JK parents who had not responded. • Principal, Vice-Principal, and Secretary sat down with responses - analysed results. • Result will be shared with School Council in January. General information will go in end of January newsletter.
Buchanan Park Kathy Watters	Half-day every day		Support a full day, alternate day program: 14 yes and 23 no Support a half day, every day program: 31 yes and 5 no We surveyed all the current JK and SK families and any families that we knew were coming to our school. I will send the hard copies to you. You need to read their comments.
Ridgemount Lorrie Ann Wannamaker	Half-day		Council meeting. Survey - majority wanted half-day.
Sir Isaac Brock Bev Laporte		Full-day alternate day	Transports 85% of students.

Woodward Pat Hutchinson	Half-day every day	Full-day alternate day	Last May I talked to every parent of a student who was in JK and/or SK. I spoke to Dave Rodgers and Leah Schwenger, two county school principals who had previously worked in the city, to see what their first reactions were to all-day every other day kindergarten and what the major problems were for them. I also spoke to Dave LaCombe who has the blended model in his school about why they have the model, strengths and weaknesses associated with it. The impact of no mid-day transportation on: • the school organization; i.e., 0.5 Kindergarten teacher is 0.5 gr. 1 teacher in the other half of the day so the a.m. gr. 1 teacher can teach computers in the p.m. • the program; i.e., SK students would be part of the Open Court Reading Program we were beginning. We are running an integrated model where children are streaamed to a certain extent. Special Education students are included at the appropriate level and the split classes are eliminated for language and the SKs all need to be in attendance during the "Open Court Time" • the catchment area/school closure; we are from the beachstrip where we already have lost a school part of the picture - my parents and staff are aware that the beachstrip community is very important to Woodward Avenue School and they do not want to alienate it in any way • student safety and teacher supervision - especially for JKs and especially over the lunch was discussed with the School Council in June and October, the staff as a group in June and October, specific teachers whose jobs would be impacted by any decision in September, and any parent registering a child in one of our Kindergartens in August and September. At each of the group meetings we drew up a plus and minus chart for the 3 options of all our kindergartens being all day every other day, or all of our kindergartens being 0.5 every day or a combination. We all felt our community could not only support the blended model but would gain more benefit from it than from the other two options.
Prince Philip Ruth Ann MacFarlane	Half-day every day		

#13

The Hamilton-Wentworth District School Board

Memorandum

Approved for distribution by the Director.
Signature: [signature]
Date: June 1/01

Date: June 7, 2001

To: Merv Matier
Director of Education

From: Elizabeth Bond
Superintendent of Education

Re: Interim Report of the Continuing Education Review Committee

RECOMMENDED ACTION:
It was moved by _____ that the Interim Report of the Continuing Education Review Committee be received for information.

The mandate of the Continuing education Review Committe is:

- To review Continuing Education policies and procedures (internal and external)
- To identify issues related to programs, program delivery, accommodation, staff and financing
- To develop a report with recommendations for future direction of Continuing Education

The accompanying Interim Report provides information about the work that the Review Committee has undertaken to date, as well as the future plans of the Committee in developing a report with recommendations that will come to the Board in the fall of the 2001-2002 school year.

CONTINUING EDUCATION REVIEW COMMITTEE
INTERIM REPORT

COMPOSITION OF THE CONTINUING EDUCATION REVIEW COMMTTTEE

Principal of Continuing Education (Co-Chair)	Dave McIsaac
Trustee	Judith Bishop
Manager of Finance	Irene Polidori
Human Resources Officer	Stacey Hill
Principal of Summer School	Murray Kilby
Principal of "Step" Program	Dave Hutton
Principal of Evening School	Don Pente
	Gary Hunter
Manager of Plant Department	John Moffat
Community Representative	George Geczy
Principals of Elementary School	Anne Luxon
	Dave Repchuck
Secondary School Consultant	Brenda Blancher
Executive Assistant to Superintendent	Joanne Cravero
Superintendent of Education (Co-Chair)	Elizabeth Bond

TIMES AND DATES OF MEETINGS OF COMMITTEEE

Friday, February 16, 2001	8:30 – 11:30 am.	Education Centre
Friday, March 9, 2001,	8:30 – 11:30 am.	Education Centre
Thursday, March 29, 2001,	12:00 – 2:30 pm.	Education Centre
Wednesday, April 11, 2001,	1:00 – 3:00 pm.	Education Centre
Tuesday, May 15, 2001	1:00 – 3:00 pm.	Education Centre

REVIEW PROCESS

To date, as part of the Review process, the Committee has considered the following information:

- LEIC information and reconciliation issues since 1998 amalgamation
- Impact of new funding model on Continuing Education programs and their delivery
- Review of current Continuing Education programs, funding sources and expenditures
- Current and future cost reduction strategies
- Funding information from other boards
- Relationship of Continuing Education with Plan t Services and impact of changes
- Continuing Education enrolment figures, facility usage expenditures, Accommodation grants
- Draft of the Continuing Education 1999-2000 Program and Financial Year-end Report

FUTURE AGENDA ITEMS

- Continuing Education models of other boards, including staff complement, programs, program delivery, and locations
- Local competition
- Advertising
- Possible new programs and future cost reduction strategies
- Review of draft Continuing Education Policy developed from LEIC follow up
- Committee Recommendations for Future Directions for Continuing Education

#14

The Hamilton-Wentworth District School Board

Memorandum

Approved for distribution by the Director

Signature: [signature]

Date: June 1/01

Date: June 7, 2001

To: Merv Matier
Director of Education

From: Elizabeth Bond
Superintendent of Education

Re: Continuing Education 1999-2000
Program and Financial Year End Report

RECOMMENDED ACTION:

It was moved by_____ that the Continuing Education 1999-2000 Program and Financial Year End Report be received for information.

This Report has been developed to provide information about the nature of Continuing Education - the variety of programs, their description and locations, the different funding sources, different "year ends" and different reporting periods for these programs, and the changing environment and parameters that have faced the Principal and staff of Continuing Education in attempting to reconcile these and other issues as part of the amalgamation process.

We are indebted to the significant time commitment of the Finance Department, in particular John Paterson and Irene Polidori, for their expertise and assistance in clarifying and interpreting the financial information that resulted from different bookkeeping practices and changes in Continuing Education funding.

The Report begins with an overview of the Continuing Education programs offered in 1999-2000, followed by more detailed descriptions of each program and then the Financial Summary. The remaining sections of the Report outline the deficit trend over the past three years and describe the context for these changes. Finally, the Report is brought to closure with the section on Current and Future Cost Reduction Strategies.

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Hamilton-Wentworth District School Board

Continuing Education
1999 - 2000
Program Year-end Report

September 1, 1999 to August 31, 2000

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Continuing Education Overview
1999-2000

9,465 Clients Served

Funding Sources	**Federal Government** Citizenship and Immigration Canada (CIC) (Block Grant)	**Provincial Government** Ministry of Training Colleges and Universities (Block Grant)	**Provincial Government** Ministry of Education and Training (Register)	**Fee for Service**
Funding Period	July 1, 1999 to June 30, 2000	April 1, 1999 to March 31, 2000	September 1, 1999 to August 31, 2000	September 1, 1999 to August 31, 2000
Programs	(A) Language Instruction for New Canadians (LINC)	(B) Literacy Basic Skills (LBS) ***Formerly known as ABE***	(C) Summer School – Credit (D) Evening School – Credit (E) Correspondence – Credit (F) ESL (G) International Language (H) Supports for Higher Achievement (STEP)	(I) General Interest (J) ESL Fees – visitors
Revenue	(A) $448,012	(B) $348,366	(C) $440,553 (D) $529,768 (E) Included in B (F) $945,799 (G) $339,892 (H) $8,510	(I) $96,784 (J) $15,245
Expenditures	(A) $448,012	(B) $387,540	(C) $409,104 (D) $541,273 (E) Included in B (F) $903,999 (G) $304,967 (H) $7,610	(I) $102,214 (J) Included with (F)
Facility Use	❍ Redhill (Oct 1999 – Aug 2000) ❍ Stoney Creek ALC ❍ Centennial Parkway ALC (Oct 1999 - Aug 2000)	❍ Briarwood (Sept 1999 – Mar 2000) ❍ Redhill (Apr - Aug 2000) ❍ Marty Karl ❍ Association for Community Living ❍ Ventures in Stoney Creek ❍ Westfield in Dundas	(C) 3 sites ❍ SJAM ❍ Sherwood ❍ Scott Park (D) 3 sites ❍ Westmount ❍ Scott Park ❍ Westdale (E) Stoney Creek ALC (F) ESL – 18 sites (G) Int'l Lang – 17 sites (H) STEP – 6 sites	Briarwood Sept 1999 – Mar 2000 Redhill Apr – Aug 2000 Westmount Evening Westdale Evening Stoney Creek ALC

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Continuing Education Overview
1999-2000

Funding Sources	Federal Government Citizenship and Immigration Canada (CIC) (Block Grant)	Provincial Government Ministry of Training Colleges and Universities (Block Grant)	Provincial Government Ministry of Education and Training (Register)	Fee for Service
Operating Costs				
		Briarwood – Sept to Mar 2000 - No Charge to Continuing Education		
	Redhill - $20,000 (82%)	Redhill (18%)	Redhill – ESL- No Charge	Redhill – No Charge
	Stoney Creek - $108,162 (100%) 3 stores until June 2000 2 stores after July 1, 2000		Stoney Creek No Charge to Continuing Education	
	Centennial Parkway $27,500 (100%)			
		Marty Karl – 100% Association for Community Living – No Charge Ventures – No Charge Westfield – No Charge		
			(C) Caretaking - $15,000 per site Utilities - $10,000 per site (D) No Charge (E) No Charge (F) $89,327.50 (G) No Charge (H) No Charge	
				Westmount – No Charge Westdale – No Charge Stoney Creek ALC - No Charge
Break Even Point	Not Applicable	Not Applicable	(C) 15 students (perfect attendance) (D) 15 students (perfect attendance) (E) Not Applicable (F) 10 students (perfect attendance) (G) 11 students (H) 22 students as per memorandum of understanding (perfect attendance)	(A) 10 students
*** The above break even points for (C) to (G) assume only teacher wages plus 4% vacation pay. (H) includes additional costs for program supervision*				

Administrative Staff	Principal	.87 FTE
	Teacher	1.00 FTE
	Secretaries	4.00 FTE
		5.87 FTE

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A) Language Instruction for New Canadians (LINC)

Program Description:

The objective of this program is to provide English language instruction to eligible adult immigrants, to facilitate their social, cultural, economic, and political integration into Canada.

Classes: 5	Clients: 100
Funding Source:	Federal – Citizenship and Immigration (July – June)
Revenue: (Federal Grant – July 1 to June 30)	$448,012.00
Total Expenditures:	$448,012.00
Balance as of August 31, 2000:	$0 .00

Program Notes:

- Instructors are part of the ESL contract
- The Federal Government will only provide 50% of facility costs for 2000-2001 for blended (LINC and ESL) classes while 100% was provided in 1999-2000 for the program in Stoney Creek
- Increased funding $834,530.00 for the next funding period from July 1, 2000 until December 31, 2001 (18 months)
- Increased funding to cover costs of harmonizing wages and benefits for 2000-2001 began in January 2001

Locations:

PARKWAY CAMPUS
140 Centennial Pkwy. N.
Tuesday & Thursday 6:30 p.m. – 9:30 p.m.

RED HILL CAMPUS
300 Albright Rd.
Monday – Friday 9 a.m. – 3 p.m.

STONEY CREEK LEARNING CENTRE
910 Queenston Rd.
Monday – Friday 9 a.m. – 3 p.m.

B) Literacy and Basic Skills (formerly ABE)

Program Description:

LBS is a skill development program in Literacy and Numeracy (grades 1-8) designed for self-paced, small group instruction in a flexible, adult environment.

Classes: 7	Clients: 150
Funding Source:	Ministry of Training Colleges and Universities (Apr. – Mar.)
Revenue: (Block Grant)	$348,366.00
Total Expenditures:	$387,540.00
Balance as of August 31, 2000:	($39,174.00)

Program Notes:

- The goals of the program now focus on literacy and numeracy for obtaining employment or developing independence rather than general education, which changes program delivery greatly
- Program reporting has increased dramatically
- All instructor wages have been harmonized at additional expense
- Regular staff meetings and professional development sessions have been scheduled to address curriculum changes and new data gathering requirements

Locations:

ASSOCIATION FOR COMMUNITY LIVING
York Blvd.
Monday – Friday 9 a.m. – 3 p.m.

CHOICES
Westfield village Dundas
Monday – Friday 9 a.m. – 3 p.m.

MARTY KARL
Murray St.
Monday – Friday 9 a.m. – 3 p.m.

RED HILL CAMPUS
300 Albright Rd.
Monday – Friday 9 a.m. – 3 p.m.

VENTURES
Barton St. E. Stoney Creek
Monday – Friday 9 a.m. – 3 p.m.

C) Summer School (Credit)

Program Description:

This program is designed to provide an opportunity for students to upgrade previously taken courses or to take a new course during the summer break.

Classes: 117	Clients: 2,615
Funding Source:	Ministry of Education and Training (Sept. – Aug.)
Revenue: (Ministry Registers)	$449,064.00
Total Expenditures:	$416,714.00
Balance as of August 31, 1999:	$32,350.00

Program Notes:

- Sites were increased from 2 to 3 to accommodate 18% more students who had experienced difficulty with the new Grade 9 curriculum.
- More administrative and secretarial expenses were incurred as a result of the extra facility.
- Trevlac program use needs to be refined to improve class loading and course needs to facilitate planning.
- Secondary reform (new curriculum) will impact grades 9 and 10 in Summer School 2001.

Locations:

SCOTT PARK SECONDARY SCHOOL
1055 King St. E
July 5 – August 1, 2000
Monday – Friday 8 a.m. – 1:30 p.m.

SHERWOOD SECONDARY SCHOOL
25 High St.
July 5 – August 1, 2000
Monday – Friday 8 a.m. – 1:30 p.m.

SIR JOHN A. MACDONALD
130 York Blvd.
July 5 – August 1, 2000
Monday – Friday 8 a.m. – 1:30 p.m.

D) Evening School (Credit)

Program Description:

This program is designed to provide credit courses to individuals seeking a high school diploma. Student needs and enrollment determine the courses which are run at each site.

Classes: 98	Clients: 2,000
Funding Source:	Ministry of Education and Training (Sept. – Aug.)
Revenue: (Ministry Registers)	$529,768.00
Total Expenditures:	$541,273.00
Balance as of August 31, 2000:	($11,505.00)

Program Notes:

- Fewer students applied for Evening School in 1999 - 2000
- Full disclosure as per new OSS policy document may have accelerated the dropout rate, therefore reducing revenue
- Increased administrative expenses due to principals supervising programs

Locations:

SCOTT PARK SECONDARY SCHOOL
1055 King St. E.
Monday & Wednesday 7 p.m. – 10 p.m.

WESTDALE SECONDARY SCHOOL
700 Main St. W.
Monday & Wednesday 7 p.m. – 10 p.m.

WESTMOUNT SECONDARY SCHOOL
39 Montcalm Drive
Tuesday & Thursday 7 p.m. – 10 p.m.

E) Correspondence (Credit)

Program Description:

Correspondence is an individualized self-paced program using Independent Learning materials provided by the Ministry of Education and Training. Students enroll in a course comprised of 20 units of study and are assigned learning materials allowing them to work on their own at home. Completed work is handed in to teachers who mark the units and assign the next module to be completed. When all 20 units are complete the student is granted one credit (half credit programs are available).

Clients:	310 students
Funding Source:	Ministry of Education and Training
Revenue: (Ministry Registers)	$14.50 is received for each lesson marked
Total Expenditures:	$7.20 in salary for each Grade 10 lesson marked $8.50 in salary for each Grade 11 – 12 lesson marked
Balance as of August 31, 2000:	This program is reported as part of the Evening School program at this time. The program will be reported separately next year.

Location:

STONEY CREEK LEARNING CENTRE
910 Queenston Rd., Stoney Creek
Monday & Wednesday 6:30 p.m. – 8:30 p.m.

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F) English as a Second Language (ESL)

Program Description:

ESL is a program designed to provide the full range of English language instruction (basic to advanced) to adult Canadian citizens, landed immigrants and refugees.

Classes: 34	Clients: 410
Funding Source:	Ministry of Education and Training (Sept. – Aug.)
Revenue: (Ministry Registers)	$945,799.00
Total Expenditures:	$903,995.00
Balance as of August 31, 2000:	$ 41,804.00

Program Notes:

- A new collective agreement, September 1, 2000 to August 31, 2001, is now in place which harmonizes wages and improves benefits at additional expense
- ESL revenues will be needed for facility use in 2000-2001

Locations:

CENTENNIAL SCHOOL
47 Simcoe St. E.
Monday – Friday 9 a.m. – 3 p.m.

CIRCLE OF FRIENDS
155 Queen St. N.
Monday – Friday 9 a. m. – 3 p.m.

DUNDAS ADULT LEARNING CENTRE
Dundas Central Public School
Monday – Friday 9 a.m. – 12 noon

ERSKINE PRESBYTERIAN CHURCH
19 Pearl St. N.
Monday – Friday 9 a.m. – 12 noon

HESS STREET SCHOOL
107 Hess St. N.
Monday – Friday 9 a.m. – 3 p.m.

JEWISH COMMUNITY CENTRE
1030 Lower Lions Club Rd.
Tuesday & Thursday 9 a.m. – 12 noon

14-11

PARKWAY CAMPUS
140 Centennial Pkwy. N.
Monday – Friday 9 a.m. – 3 p.m.

RED HILL CAMPUS
300 Albright Rd.
Monday – Friday 9 a.m. – 3 p.m.

PAUL'S ANGLICAN CHURCH
1140 King St. W.
Monday – Friday 9 a.m. – 12 noon

SALVATION ARMY
28 Rebecca St.
Monday – Friday 9 a.m. – 3 p.m.

STONEY CREEK LEARNING CENTRE
910 Queenston Rd.
Monday – Friday 9 a.m. – 3 p.m.

JACKSON HIGH
2129 King St. W.
Monday – Thursday 6 p.m. – 9 p.m.

MCMASTER UNIVERSITY
1280 Main St. W.
Tuesday & Thursday 6 p.m. – 9 p.m.

PARKWAY CAMPUS
140 Centennial Pkwy. N.
Tuesday & Thursday 6 p.m. – 9 p.m.

SCOTT PARK SECONDARY SCHOOL
1055 King St. E.
Monday & Wednesday 6:30 p.m. – 9:30 p.m.

STONEY CREEK LEARNING CENTRE
910 Queenston Rd.
Monday – Friday 7 p.m. – 9:30 p.m.

WESTDALE SECONDARY SCHOOL
700 Main St. W.
Monday & Wednesday 7 p.m. – 9 p.m.

WESTMOUNT SECONDARY SCHOOL
39 Montcalm Drive
Tuesday & Thursday 6:30 p.m. – 9:30 p.m.

G) International Languages

Program Description:

This is an elementary program (K-8 non-credit) designed to provide an opportunity for individuals to develop fluency in their first language as well as learn the history and culture of other countries.

Classes: 196	Clients: 2,146
Funding Source:	Ministry of Education and Training (Sept. – Aug.)
Revenue: (Ministry Registers)	$339,892.00
Total Expenditures:	$304,967.00
Balance as of August 31, 2000:	$ 34,925.00

Program Notes:

- This is a non-semestered program operating from September to June of each year
- 5 large programs run on Saturday mornings at Sir John A. MacDonald, Scott Park, Churchill, Mountain Secondary, and Lake Avenue – many other programs operate from community facilities
- Funding is provided on a per-student basis with a class-size adjustment being applied to funding provided
- Instructor wages have been harmonized
- Instructor in-service conference was provided in November 1999 and October 2000 to present teaching strategies

Locations:

HESS STREET
107 Hess St.
Monday & Wednesday 5 p.m. – 7:30 p.m.

LAKE AVENUE SCHOOL
157 Lake Ave.
Saturday 9 a.m. – 11:30 a.m.

LATVIAN CHURCH
18 Victoria Ave.
Friday 5:15 p.m. – 8:30 p.m.

MOUNTAIN SECONDARY SCHOOL
60 Caledon Ave.
Tuesday 5:30 p.m. – 8 p.m.

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PANAGIA GREEK ORTHODOX CHURCH
233 E. 15th St.
Thursday & Friday 7 p.m. – 9 p.m.

PENTECOSTAL CHURCH
384 Barton St.
Thursday & Friday 7 p.m. – 9 p.m.

ROMANIAN HALL
20 Murray St.West
Sunday 10:00 a.m. – 12:30 p.m.

ST. NICHOLAS CHURCH
149 Nash Road
Friday 7:30 p.m. – 9 p.m.

SCOTT PARK SECONDARY SCHOOL
1055 King St. E.
Saturday 9 a.m. – 12 noon

SERBIAN CENTRE
1415 Barton St. E.
Sunday 10 a.m. – 12:30 p.m.

SIKH TEMPLE
86 Covington St.
Saturday 9 a.m. – 11:30 a.m.

SIR JOHN A. MACDONALD
130 York Blvd.
Saturday 9:30 a.m. – 12 noon

SIR WINSTON CHURCHILL SECONDARY SCHOOL
1715 Main St. E.
Saturday 9 a.m. – 11:30 a.m.

TEMPLE ANSHE SHALOM
215 Cline Ave. N.
Sunday 10 a.m. – 12:30 p.m.

WESTMOUNT SECONDARY SCHOOL
39 Montcalm Dr.
Thursday 6 p.m. – 8 p.m.

UKRAINIAN CHURCH
239 Kenilworth N.
Saturday 9 a.m. – 11:30 a.m.

H) Supports for Higher Achievement (Non-Credit)

Program Description:

For Summer School, 2000, funding was added to allow boards to provide additional supports to enhance the literacy and numeracy skills of students at risk of not meeting the new curriculum standards. A pilot program was implemented in August for Grade 8 students identified by their principals who would benefit from a remedial program offered in Secondary Schools.

Classes:	6 classes (124 students)
Funding Source:	Ministry of Education and Training
Revenue: (Ministry Registers)	$8,510.00
Total Expenditures:	$7,610.00
Balance as of August 31, 2000:	$900.00

14-15

I) General Interest

Program Description:

This program offers a variety of skill development and interest courses as a response to the needs of the local community. Individuals sign up for courses offered on a fee for service basis.

Classes: 60	Clients: 872
Funding Source:	Fee for Service (Sept. – Aug.)
Revenue:	$96,784.00
Total Expenditures:	$102,214.00
Balance as of August 31, 2000:	($5,430.00)

Program Notes:

- Dundas program closed due to lack of administrative and secretarial presence at amalgamation
- Enrolment down due to the relocation of programs (Barton to Sherwood)
- Fewer classes – Briarwood closed in April 2000 and not all teachers and students were willing to relocate (computer program)
- As a result of increased access to free computer training and a more technologically literate population, basic computer courses may not be as necessary
- Low unemployment rate may reduce potential clients for General Interest programs

Locations:

RED HILL CAMPUS
300 Albright Rd.
Monday – Thursday 9 a.m. – 3:30 pm.
Sewing, Quilting and Painting/Drawing

WESTDALE SECONDARY SCHOOL (Evening School)
700 Main St. W.
Monday & Wednesday 7 p.m. – 10 p.m.
Auto repair, woodworking and computers

WESTMOUNT SECONDARY SCHOOL (Evening School)
30 Montcalm Dr.
Tuesday & Thursday 7 p.m. – 10 p.m.
Carpentry, conversational French and Italian, financial planning, furniture repair, small engines, photography and water colour painting

STONEY CREEK LEARNING CENTRE
910 Queenston Rd. Stoney Creek Computer Courses
Day – Monday – Thursday 9 a.m. – 3 p.m.
Evenings Monday – Friday 5:30 p.m. – 9:30 p.m.

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J) English as a Second Language (Visitors Fees)

Program Description:

This program is identical to the English as a Second Language program previously reported. Visitor fees are collected at a rate of $50.00 each week from students visiting Canada or VISA students. These students are not eligible for funding on registers from the Ministry of Education and Training.

Revenue: (Ministry Registers)	$15,245
Total Expenditures:	Reported as part of the ESL expenditures
Locations:	Students are welcome at all of the operating ESL classes

14-17

Financial Summary
September 1, 1999 to August 31, 2000

Programs	Revenue	Expenditures	Balance	Adjusted Balance	Note
Deficit at August 31, 1999, Year-end			($22,188)	($72,530)	1
Credit Programs					
Evening School	$529,768	$541,273	($11,505)	($11,505)	
Summer School	$449,064	$416,714	$32,350	$32,350	
Non-Credit Programs					
LBS	$348,366	$387,540	($39,174)	$11,168	2
LINC	$448,012	$448,012	$0	$35,976	3
ESL	$945,799	$903,995	$41,804	$41,804	
International Language	$339,892	$304,967	$34,925	$34,925	
STEP	$8,510	$7,610	$900	$900	
Fee For Service					
General Interest	$96,784	$102,214	($5,430)	($5,430)	
Administration	$0	$216,552	($216,552)	($216,552)	
1999-2000 Operations			$(162,682)	($76,364)	
One-Time Revenue			$27,801	$27,801	4
1999 – 2000 Operations, Total			($134,881)	($48,563)	
1998 – 2000 Operations, Total			($157,069)	($121,093)	5

Note 1 The actual deficit for Continuing Education for the 1998 – 1999 year-end was ($22,188). Funding for Literacy and Basic Skills of $50,342 reported in the 1999 year-end can be allocated to the 2000 year-end as this program is not funded by school year but from April to March. This is a timing adjustment. This creates an adjusted deficit for the 1999 year-end of ($72,530).

Note 2 The actual deficit for LBS for the 2000 year-end is ($39,174). In accordance with Note 1 above, The adding of additional revenue of $50,342 to the 2000 year-end results in an adjusted surplus for LBS of $11,168.

Note 3 Continuing Education received an additional $35,976 subsequent to the 2000 year-end for the Language Instruction for Newcomers to Canada program.

Note 4 The One-Time Revenue consists of miscellaneous grants received in prior years that are applicable to the operations of Continuing Education.

Note 5 The difference between the two amounts is $35,976, which was the amount of grant received for LINC subsequent to the 2000 year-end

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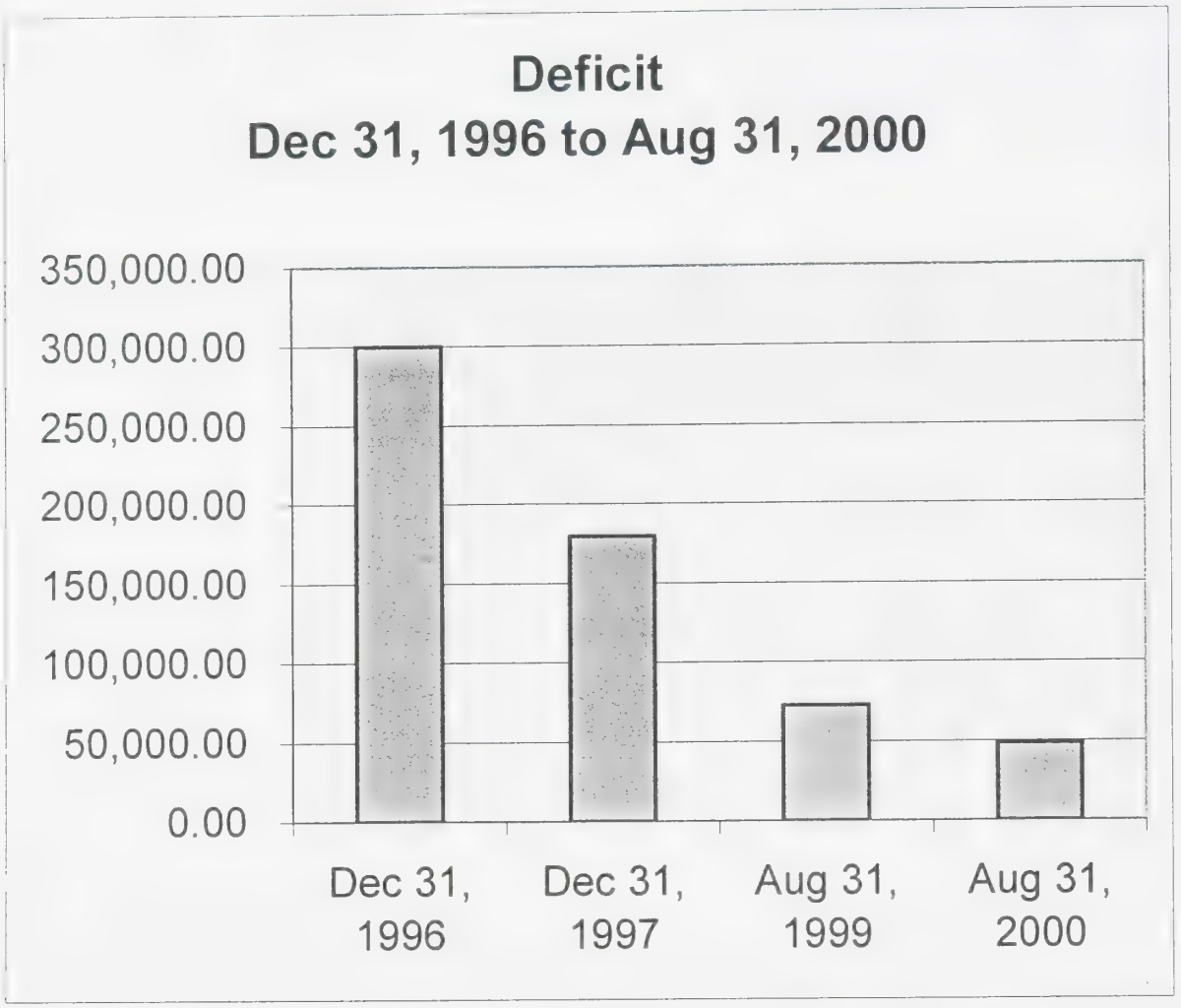
GRAPH SHOWING DEFICITS FROM 1996-2000



These figures are estimates and are based on information from previous Continuing Education reports (City) and reports to an Ad Hoc Committee of Continuing Education (County).

Context for Continuing Education Changes (1998 – 2000)

Prior to New Funding Model (City and County):

- A combined yearly operating budget of an estimated $250,000 was provided by both Boards to support Continuing Education in addition to the revenues generated by all programs. These dollars were used for administrative expenses (telephones, photocopying, advertising etc.).
- Jackson High revenue was used to offset Continuing Education expenses.
- The Briarwood facility was used at no charge to Continuing Education.
- Continuing Education had an combined estimated deficit of approximately $300,000 in December, 1996.

After Introduction of New Funding Model:

- No additional budget dollars are provided to Continuing Education from HWDSB.
- More employee benefits (approximately $50,000) are charged to Continuing Education.
- Jackson High is now funded as a Day School program. All Jackson High revenue, except for 13% of the Principal's salary (for administrative and supervisory duties), stays within the Day School budget
- Additional space was rented to Brock University in 1998 – 1999, which resulted in four Continuing Education programs having to be relocated at the expense of Continuing Education.
- Briarwood was sold in April 30, 2000, requiring the Continuing Education offices and 5 programs to be moved at the expense of HWDSB.
- The deficit has been reduced from an estimated $300,000 in December, 1996, to $48,563 (adjusted balance) in August 2000

14-20

Current and Future Cost Reduction Strategies

Redhill (Leased by ABCetc):

- Many Continuing Education programs are located in Red Hill School. This results in a reduced cost to HWDSB compared to when these programs were housed in Briarwood

Stoney Creek:

- Largest of 3 storefronts closed
- Leases re-negotiated (1 year rather than 2 years)

Staffing:

- One FTE Continuing Education teacher was seconded to Adult Based Continuing Education and Training Corporation resulting in cost savings for Continuing Education
- The reduction of 1 occasional secretary (April 1, 2001) will results in a cost savings for Continuing Education.

Summer School:

- Sir John A. Macdonald and Sherwood will be the 2 Summer School sites in 2001. By reducing from 3 to 2 a cost savings of approximately $25,000 will be realized by the Plant Department. There will be additional savings to Continuing Education in administrative salaries not required at a third location.

Evening School:

- Evening School will be offered in only 2 locations next year due to the closure of Scott Park. Programs housed at only Delta and Westmount will decrease administrative salaries in Continuing Education.

#15

MEMORANDUM

Signature: Matier

Date: June 1/01

TO: Merv Matier, Director

FROM: Marguerite Botting, Superintendent of Instructional Services

DATE: 2001 06 07

RE: **Psychological Services Review – Part A**

RECOMMENDATION:

Moved by _____ that the "Psychological Services Review" be received for information.

RATIONALE:

As stated in the last report, the next step of the review process is to present the findings of the various surveys, current research, best practices, other Board practices, and the discussion points of a Principal focus group.

The document "Psychological Services Review (Part A) provides detailed information from the data gathered and a review of current literature and best practices as well as four models of service delivery outlined on a continuum.

The current department members are recommending the adoption of Model #3 which best embraces elements of best practices, adopts a prevention focus and aims to serve a broader base of students. The attached Impact Summary document outlines the total costs ($225,000) associated with this recommendation.

MB:a

The Hamilton-Wentworth District School Board

Impact Summary

Recommended Action:
That 3.0 F.T.E. Psychoeducational Consultants be hired as of 2001 09 01.

The impact of approving the foregoing recommended action is as follows:

1. **Benefits/Expected Outcomes ➞**
   - To address the needs of the system.
   -
   -

   ❒ Yes ❒ No Recommended action is consistent with board beliefs and criteria for decision making.

2. **Target Audience ➞**
   Audience recommended action is expected to impact:
   Annual number expected to benefit in any 12 month period:

3. **Costing detail ➞**
   Effective date of recommended action:

	Start-Up Cost	Operating Cost (*This year residual)	Operating Cost (Next Full Year)
Permanent Staff: FTE = __x 3 Salary + Benefits	$ 209,000	$	$
Temporary Assistance:			
Supplies (description): 	$ $ $	$ $ $	$ $ $
Equipment (description): Computers Workstations	$ 4,500.00 $ 5,500.00 $	$ $ $	$ $ $
Accommodation/ Transportation (description): Mileage	$ 4,500.00 $ $	$ $ $	$ $ $
Total	$225,000	$	$

*This Year Residual = From effective date of recommended action to the end of the current budget year.

4. **Funding →**
Source Recommended:

Activities/programs negatively impacted by shift of funding:

Compliance with legislated enveloping requirements:

Yes	No	
❒	❒	Classroom Non/Classroom
❒	❒	Special Education
❒	❒	Board Administration and Governance
❒	❒	School Renewal/Debenture/New Pupil Place

Date: 2001 06 07

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The Hamilton-Wentworth District School Board
Instructional Services

Psychological Services Review 2000-2001 PART A

Models of Psychological Service Delivery

2001 June

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Appendix A(ii): Survey of Stakeholders by Psychological Services

Appendix A(iii): Memo to Principals re Parent Survey

Appendix A(iv): Parent Survey

Appendix B(i): Survey Chart - School-Based Services

Appendix B(ii): Survey Chart - System-Based Services

Appendix B(iii): Survey Chart - Information-Based Services

Appendix C(i): Memo to Colleagues re Psychological Service Delivery

Appendix C(ii): Psychology Staffing Ratio Survey Graph

Appendix D: Literature Review References

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EXECUTIVE SUMMARY

A brief summary of key conclusions entailed in the Psychological Services Review 2000-2001 follows.

Our various stakeholders told us that:

(1) The more familiar they were with the services, the more highly they rated them with respect to satisfaction and importance

(2) System-related services, such as identification and consultation to an Identification, Placement and Review Committee (IPRC), were equally important and viewed as extensions to school-based services Special class teachers and regular class teachers report less familiarity and less satisfaction with our services but rate them as important. Their responses suggest that they have less access to our services, which is an identified gap in the system provision of our services.

(3) Having access to the same psychoeducational consultant is viewed as important

Twelve principals as a consultation group identified a key need for school administrators to take ownership and manage the provision of psychological services in their schools. They identified six priorities for a psychological assessment.

Conclusions from the parent satisfaction survey suggest that the majority of parents are relieved to have their child on a waiting list for assessment although they are not happy with the length of the wait. There appears to be a high degree of satisfaction with the psychological assessment information parents received. The degree of parent satisfaction seems to be positively related to how well informed the parent was about the nature of the assessment.

From a review of the data on workload and staffing ratios obtained from service providers in other schools boards, the Hamilton-Wentworth District School Board's (HWDSB) psychoeducational consultants are working at a high rate of efficiency despite attempting to serve a comparatively greater number of students relative to other boards.

Current literature on psychological services in school boards identify three categories of models of service delivery: Identification-Driven Model, System-Integrated Model and Community-Integrated Model. Our current model is most closely aligned with the Identification-Driven Model although it incorporates some features of the System -ntegrated Model.

Psychological Services outlined a schema of four service delivery models on a continuum based on key dimensions consistent with best practices, a prevention focus and an attempt to serve a broader spectrum of students.

Psychological Services recommends the adoption of one of the models (#3). It recognizes that any service delivery model needs to be integrated with other services and mirror the emerging vision of the Instructional Services Department.

15-7

The impetus to embark on this process of review was fostered by a heightened awareness of the growing wait list demands and the limited resources to address this need. A moratorium on new referrals to Psychological Services was imposed on the system in the fall. Concurrently, a commitment to review our current practices was made as a proactive measure.

Members of the Psychological Services Department bring unique knowledge of child development, learning theory, assessment and diagnosis, behavioural analysis, understanding of individual differences, research expertise and knowledge of emotional functioning to their roles in The Hamilton-Wentworth District School Board (HWDSB). They are committed to focus on both the present situation and obligated to adopt a longer-range focus in order to best serve students and schools.

The goals of the service review included the following:

(1) To examine our services from our stakeholders' perspectives

(2) To situate ourselves in the context of other school boards and current "Best Practices"

(3) To create several models of service delivery

(4) To obtain feedback on these models from our stakeholders

The guiding principle for the review of Psychological Services was one of comprehensiveness despite the existing work demands.

ACTION PLAN

(1) Preparation for the Review:

This phase of preparation (**September-November**) included ensuring administrative support for the review, defining tasks and work groups, clarifying roles and enhancing commitment, reviewing the records of previous departmental planning sessions and establishing time lines for the review process.

(2) Data Gathering and Analysis:

This phase included data gathering across many fronts (**November-March).** The key components are outlined below:

- Survey system stakeholders
- Parents to complete a Parent Satisfaction Survey
- Conduct a focus group of principals across panels
- Survey providers of Psychological Services in other school boards
- Review current literature for best practices in school psychology

(3) Development of Service Delivery Models:

Using the gathered information from the data gathering and analysis process, a continuum of several models of service delivery was created (**April**).

Part A: These are to be presented to various stakeholder groups for comment and input. (**June and September**)

Part B: Working with the system to decide upon a service delivery model.

(4) Implementation and Evaluation of the Chosen Delivery Model:

The chosen model will be implemented in the fall of 2001 and evaluated in the 2001-2002 school year.

15-8

FEEDBACK OF SYSTEM STAKEHOLDERS

Description of the Survey, Purpose and Process:

The survey was designed to provide us with important information across several dimensions and roles (***Appendix A(ii)***). The survey identified 20 services provided by staff of Psychological Services. The services were divided into three broad categories:

(1) School-based services
(2) System-based services
(3) Information-based services

Respondents were asked to rate each service in terms of their:

(1) Familiarity with the service
(2) Satisfaction with the service
(3) View of the importance of the service

Responses were recorded on Likert-type scales with scores ranging from 1(low) to 5(high). There was also an open-ended section for general remarks.

We were interested in knowing how our stakeholders viewed the specific services we provided. By forcing respondents to describe their level of familiarity with each service, we would then be able to put their ratings of both satisfaction with and importance of our services in context. We would also know what services were less well known and by whom. We recognized that given the many roles in a large organization, such as the board, some stakeholders would have limited familiarity with our services. We wanted to determine what relationship increasing familiarity with our services had with levels of satisfaction and importance

Completion of the survey was optional. Surveys were mailed to school administrators in late February with a return date of March 23 (***Appendix A(i)***). Principals were requested to pass a copy onto designated teaching staff. Superintendents, Special Education Advisory Committee (SEAC) members and Trustees received a personal letter of invitation. Instructional Services personnel were given the surveys through their respective managers.

Survey Respondents:

Of the 673 surveys sent out, 295 were returned. The overall response rate was 44% which is a good rate of response for this type of data collection. Numbers and percentages of surveys returned according to role is provided in the following table. School staff surveyed included the principal/vice principal, a learning resource teacher, a special class teacher and a regular class teacher. A few respondents did not identify their role. Division of the respondents by role revealed that 24.1% (71) were school administrators, 34.2% (101) were learning resource teachers, 13.2% were special class teachers, 15.3% were teachers, 9.3% were Instructional Services personnel (special education consultants, speech/ language consultants, social workers, curriculum consultants and psychoeducational consultants), 1.4% were superintendents, 1.7% were SEAC members and .3% were Trustees.

Survey of Stakeholders by Psychological Services

Numbers and Percentages of Surveys Returned

	Sent	Returned	Percentage
TOTAL	**673**	**295**	**44**
Role:			
School Administrator	141	71	50
Learning Resource Teacher	141	101	72
Special Class Teacher	134	39	29
Teacher	141	45	32
Special Education Consultant	10	4	40
Speech/Language Consultant	22	4	18
Social Worker	21	5	24
Curriculum Consultant	10	7	70
Psychoeducational Consultant	10	7	70
Superintendent	12	4	33
SEAC Member	21	5	24
Trustee	11	1	9

15-9

FEEDBACK OF SYSTEM STAKEHOLDERS (Continued...)

Results:

Graphs of the full sample (***Appendix B(i), B(ii), B(iii)***) show the mean ratings for familiarity, satisfaction and importance for each service within each of the three broad categories (school-based, system-based and information-based). Statistical tests revealed some significant differences between groups and these will be discussed as they occur.

General Impressions:

Examination of the data using chi square tests revealed that responses for both satisfaction and importance were significantly related to responses for familiarity indicating that the more familiar respondents were with a service the more likely they were to rate it highly with respect to satisfaction and importance.

Respondents were generally more familiar with school-based services than with system-based and information-based services. Percentages of responses in the low to very low ratings for familiarity were 4.8% for school-based, 18.4% for system-based and 31.4% for information-based services. School-based services were rated highly for importance with 88% of ratings in the high to very high levels as compared to 69.5% for system-based and 65% for information-based services. With the exception of community liaison with a mean score of 3.82, all services were rated at the high to very high levels for importance (i.e., means between 4 and 5).

More diversity was evident in ratings for system-based services with highest ratings for importance going to identification, Identification Placement and Review Committee (IPRC) and Intensive Support Amount (ISA) services (means of 4.68, 4.38 and 4.22, respectively), lower ratings for program development, board-wide screening and system research (means of 3.62, 3.48 and 3.52), and the lowest rating to committee work (mean of 2.89).

Information services received generally lower ratings for importance with means of 3.72 for in-services, 3.75 for information sheets, and 3.66 for research on disorders.

Differences Between Groups:

There were few differences between school administrators and learning resource teachers. Administrators were generally more familiar with services in all areas and learning resource teachers rated information-based services more highly than did administrators.

Special class teachers and regular class teachers, when compared to school administrators and learning resource teachers, reported lower levels of familiarity with services in all three areas and less satisfaction with school-based and system-based services. They were not different in their ratings for importance in the three areas. As did the learning resource teachers, they rated information-based services more highly than did administrators.

Conclusions:

(1) School-based services are rated highly for importance (88%) than those relating to system-based and information-based services.

(2) Stakeholders who are most familiar with our services rate them highly with respect to satisfaction and importance.

(3) System-related services, such as identification and consultation to IPRC committee, were rated as important and were likely viewed as extensions of school-based services.

(4) Special class teachers and regular class teachers report less familiarity and less satisfaction with our services but rate our services as important to them. Their responses seem to indicate that they do not feel that they have adequate access to our services and would appreciate more input from us. This is an identified gap in the system provision of Psychological Services.

(5) Learning resource teachers' ratings were often similar to those of principals/vice-principals, although school administrators were more familiar with the breadth of services provided.

(6) Having access to the same psychoeducational consultant is viewed as being important which speaks to consistency of service.

15-10

SYSTEM SURVEY: OVERVIEW OF GENERAL REMARKS

Participants were invited to add their comments or suggestions at the end of the survey. Fifty-one percent of stakeholders responded to this invitation. A qualitative analysis furnished six themes. The table below outlines the number of respondents by role whose comments matched one of the themes. All other roles were subsumed in the "Others" category. Ninety-one percent of comments were captured in the following themes with the number of respondents outlined by role in the following table.

Summary of Number/Percentages

Within Specific Themes of Remarks by Designated Role

	Satisfaction with Psychological Services	Wait List Issues	Staffing Issues - Understaffed	Dissatisfaction with Some Aspect of Service	Frustration with Moratorium	Lack of Familiarity or Access to Service
School Administrator (42 / 30%)	19 / 45%	5 / 12%	3 / 7 %	1 / 2 %	7 / 17 %	3 / 7%
Learning Resource Teacher (53 / 35%)	19 / 36%	12 / 23%	14 / 26%	8 / 15 %	2 / 4%	4 / 8 %
Special Class Teacher (25 / 19%)	7 / 25%	2 / 8%	2 / 5%	2 / 5 %	1 / 4%	6 / 24 %
Teachers (19 / 13%)	4 / 21%	5 / 26%	1 / 26 %	3 / 16 %	--	2 / 11 %
Others * (12 / 10 %)	2 / 17 %	1 / 8 %	--	--	--	3 / 25 %
TOTAL (151 / 22%)	**51 / 34%**	**25 / 17%**	**20 / 13 %**	**14 / 9 %**	**10 / 7 %**	**18 / 12 %**

* Includes all stakeholders not otherwise specified.

Theme #1 - Satisfaction with Psychological Services:

The largest category of comments (34%) indicated satisfaction with the services and acknowledged the usefulness and importance of Psychological Services in supporting students and staff, in providing information through consultation and in assisting in student's programming.

"These services are critical."
"I have always depended on my Psych. Consultant for support and direction. Always satisfied."
"I personally have always found Psych. Services to be an invaluable source of information and support."

Most respondents when commenting on the services appeared to distance themselves from the frustration of the imposed moratorium although some references were evident.

"I have been pleased with the efforts of Psychological Services until this school year 2000-2001."

An appreciation for the workload of consultants also was evidenced.

"Psych. Consultants do an exceptional job considering the work load they are facing."

Consultation in the context of the System Resource Meeting (SRM) was also noted.

"System Meetings are very important and the feedback strategies and support are integral to helping at-risk and LD children."

15-11

Theme #2 - Wait List Issues:

Comments under this category focused on the length of the waiting period for assessments.

"Too long a waiting period for assessment."
"The waiting period for psychological assessments is not acceptable and does not help staff or students."

Additionally, school staff noted their feelings of frustration in conveying to parents the long waiting period for assessments.

"The biggest problem is the time it takes to get a psych. assessment done. Trying to explain to parents that it will be a year before the assessment is done is very difficult."

Theme #3: Staffing Issues–Understaffed:

Comments from respondents made reference to the staffing levels serving students and schools.

"Psychoeducational Consultants are spread too thin! We need more consultants to better service our students and teachers."
"I feel the Psychological Services Department is significantly understaffed."
"The board needs to hire more Consultants-there is way too much work for too few people."
"The school needs greater support to assess learning needs and to provide appropriate program goals and materials."

The lack of adequate staff was clearly seen as impacting on addressing student's needs and capacity to assist in programming. This situation created frustrating delays with the process of student identification.

"Frustrated over the bottleneck created while we wait for assessments. We need more consultants or we need to change the process."
"We need more support but that's not going to happen until there is an increase in personnel."
"We need more people so we can program better."

Some frustration over the existing lack of staff due to medical and other circumstances was also noted.

"Unsatisfied with the lack of effort to fill Psychoeducational Consultant's void!"
"When people retire or leave, the position needs to be filled right away and contact needs to be made so the schools know who is working on certain case loads. Rather than going months not knowing who will test or answer questions."

Theme #4 - Dissatisfaction with Some Aspect of Service:

This category encompasses a range of comments which articulate some dissatisfaction with some aspect of service. Some respondents focused on the recommendations offered in the psychological report. Several viewed the programming suggestions and recommendations to be impractical given the resources available. One individual noted that the wording of psychology reports is not consistent with ISA claims.

"I believe the report recommendations should include even more explicit suggestions re: Individual Education Plan (IEP), especially strategies."

Some personal frustration appeared to enter this category of commentary on services.

"It is very important (in my opinion) that the expertise and knowledge of the teacher of the student needs to be recognized and listened to. This is not happening! As a matter of fact…it is often dismissed."

15-12

Theme #5 - Frustration with the Moratorium:

Six percent of respondents noted continued lingering feelings about the imposed moratorium on new referrals.

"The "How Satisfied" column would normally score higher, but "moratorium" affected my satisfaction."
"The moratorium has been a serious concern."
"The moratorium has been devastating."
"Who in the system has the option of suggesting a "moratorium".
"I am needing several of my students to see Psych. Services but unable to refer at this time, therefore, dissatisfied yet understand backlog of department."

Theme #6 - Lack of Familiarity with or Access to Services:

Some of the respondents were genuinely unaware of the list of services outlined in the survey and, therefore, commented on their lack of awareness.

"I didn't realize all of these services were offered."

Included in this category of responses were individuals who were confused by what some of the terms used in the survey referred to.

"Program Development: I have no idea what programs you are referring to. What programs do Psychological Services develop?"

A lack of exposure to or access to services was also noted in comments. A special class teacher comments below:

" I have been teaching in a .....Class for three years now. I have never had contact of any kind with Psychological Services."

Other Comments:

There were comments, which appeared to be opinions on varying topics, which could not be categorized into a theme (9%).

PRINCIPAL CONSULTATION GROUP

A group of twelve elementary and secondary principals met as a focus group to discuss their impressions of Psychological Services and to offer suggestions. They recognized the need for additional staff for the service. Embedded in the discussions were recommendations for existing initiatives given the moratorium (e.g., approving the board-wide screening and gifted testing, reservations about speech and language screenings given the moratorium). Although many opinions were put forward, several unifying comments were echoed by the group:

(1) Wait list at the school to be managed by the principals
(2) Principal has prerogative to invite personnel as required for System Resource Meetings
(3) Aversion to a quota system for psychological services for schools
(4) Preference for the avenue of prioritizing referrals to Psychological Services Department

The group identified twelve reasons for requesting a psychological assessment. These reasons were ranked by the majority of the group into six overriding priorities as outlined below:

(1) To assist with the identification of students as exceptional/regular class placement expected

(2) To assist with the identification of students as exceptional/special class placement strongly supported by school

15-13

(3) To assist with the identification of students who are entering significant transition periods (Grades 3 to 4, Grades 5 to 6)

(4) To assist in completing profiles on entering secondary school students (Grade 9) whom reportedly "can't do the work"

(5) To assist with evaluating high needs JK/SK students entering our school system

(6) To assist with making a decision for appropriate student placement

PARENT SATISFACTION SURVEY: WHAT PARENTS TOLD US

A Parent Satisfaction Survey was designed (***Appendix A(iv)***). In February, the survey was mailed to a random sample of 150 parents (out of a sample of 300) whose child had received a psychoeducational assessment between 2000 May and 2001 September.

A relatively small sample of parents responded (23.3%) as compared to the average survey return rate of 30%. Although the ages of students assessed in the sample ranged from five years to 16 years, the majority of survey respondents (76.5%) represented parents of SK to Grade 5 students. Sixty percent of parents noted a waiting period for assessments of six months. The predominant reason for referral was for learning problems (80%).

Attitudes Toward the Waiting Period:

"Even if you found the waiting period to be lengthy, was it reassuring to know that your child was on the waiting list?" Yes_____No_____

Sixty-five percent of the parents responded that it was reassuring to know that their child was on the waiting list. When asked, however, about how they felt about the waiting period, about 40% commented that it was too long and another 20% made reference to a negative emotion such as sadness, anxiety or frustration. About 29% did not feel that the waiting list was a problem.

Satisfaction with the Psychological Assessment:

Satisfaction across various dimensions was measured on a four-point scale:
"*Very helpful_____ Somewhat helpful_____ Slightly helpful_____ Not at all helpful_____* "

Generally, the respondents reported a high degree of satisfaction with the assessment of their child. For example, 88.6% of the respondents felt that the information from the assessment was either "very helpful or somewhat helpful" in better understanding their child's strengths and weaknesses. Close to 83% viewed the assessment as being either "very helpful or somewhat helpful" in providing them with strategies for assisting their child and 88.6% felt that the assessment was either "very helpful or somewhat helpful" in providing the teacher with strategies.

Finally, 94.3% of the parents responded that the assessment answered either "all or some" of the questions they had in mind about their child.

Follow-up to the Assessment:

"What steps were taken to help your child following the assessment?"

The majority of parents responded to this open-ended question. A review of parent responses indicated that 65% viewed increased assistance and strategies subsequent to the psychological assessment. Eleven parents noted that their child had already begun receiving assistance. Other comments included that an IEP and/or extra strategies were put in place with their child including periodic time in the resource room. Several parents mentioned that their child was brought forward to an IPRC committee.

15-14

Relationship Between Informed Consent and Other Responses:

"When you signed the consent form for the assessment, how well did you understand what the assessment would involve. Very much_____ Somewhat_____ A little_____ Not at all_____"

The process of gaining informed consent for an assessment is critical. This question was part of the survey in order to evaluate the relevance of this process to other elements of parent satisfaction. Fifty percent of the respondents endorsed the "very much" category and 38.2% endorsed the "somewhat" category. Using a statistical method of group comparison, it was found that responses to this question were positively and significantly related to the responses to other dimensions of satisfaction. These other dimensions of satisfaction included the usefulness of the information for better understanding child, for providing strategies to the teacher or parent and for answering the parent's own questions about their child. Thus, it appears that the more informed the parent is about the assessment process (through the process of informed consent), the more satisfied with the assessment in terms of information and strategies the parent is.

Other Comments:

In response to the invitation to add additional comments, 57% did so with the following themes outlined:

Themes	Number of Respondents
Pleased with the program/thankful for help	7
Comment about declining resources/wait list	6
Need for more help or information/needs not met	2
Continuing concerns about child's difficulties	2
Need for workshops for parents	1
Need for more collaboration between psychology staff and school	1
Lack of follow-up by school	1

Conclusions:

Although there was a relatively small sample of respondents, the following conclusions can be cautiously drawn:

(1) The majority of parents were relieved to have their child on a waiting list for assessment but they were not happy about the length of wait. However, it must be noted that there was no significant relationship between their attitude toward the waiting period and their satisfaction toward the assessment information.

(2) There appears to be a high degree of satisfaction with the assessment information and strategies provided to help the child.

(3) The degree of satisfaction seems to be positively related to how well informed the parent was about the nature of the assessment. This illustrates the importance of ensuring parents are fully informed and obtaining informed consent.

(4) Most parents perceive that there is some form of positive follow-up resulting from the assessment (e.g., increased assistance or additional strategies for the classroom).

(5) Some of the parents expressed a wish to receive additional strategies to use in the home.

15-15

SCHOOL BOARD SURVEY: PSYCHOLOGICAL SERVICES IN A PROVINCIAL CONTEXT

In order to assist us in evaluating our own service delivery model, it was important to also situate ourselves in the context of other Ontario school boards. We were particularly interested in learning how other school boards managed their service delivery within the context of fewer resources and greater demands for service. We surveyed school boards, used data from a survey conducted provincially and personal communications. We also had hosted a meeting with representatives from the Peel DSB. We found out that there was variability across school boards in various elements of service. However, all Psychological Services Departments offered to varying degrees a broad service menu including comprehensive assessments, consultation to multidisciplinary teams, in-service and professional development, community liaison, IEP development, early intervention and prevention initiatives and research. Several common themes and challenges were faced by all service providers including staffing shortages, a desire to undertake more early intervention activities at a system-wide level, a need to improve timeliness and efficiency of services and a need to continue to provide comprehensive services and broaden the role in the board.

Our sources of data were the following:

(1) Internal Survey of Psychological Services in Ontario school boards (Kawartha Pine DSB, 2000 November)
(2) Psychology Staffing Ratio Survey (Hamilton-Wentworth DSB, 2001 March)
(3) Psychology Staffing Ratio Survey (Hamilton-Wentworth DSB, 2000 February)
(4) Joint meeting of representatives from Psychological Services of Peel DSB and Hamilton-Wentworth DSB (2000 December)
(5) OSSTF-AMPA representative (personal communication, 2001 January)
(6) Thames Valley DSB, Evaluation Survey-Psychological Services (draft document provided for internal department use only)
(7) Survey of Psychological Services in Ontario school boards (Hamilton-Wentworth DSB, 2001 February/March)

The Kawartha Pine DSB had initiated a province-wide survey of varying aspects of Psychological Services through the membership of The Association of Chief Psychologists in Ontario school boards in 2000 November. Data was collected on 23 out of 44 boards (52% return rate) and results/qualitative comments were provided for members. Identifying features of boards were removed from the results in order to ensure confidentiality. A subsequent survey of questions focusing more on service delivery models was emailed or sent to all the members of The Association of Chief Psychologists of Ontario in February (***Appendix C(i)***). The response rate was very poor (3 respondents out of 37 boards) in part likely due to the proximity of the more exhaustive Kawartha Pine DSB survey.

Psychological Services Provided:

In most boards, Psychological Services' personnel are assigned to schools to provide services. All boards strive to provide a range of services, although the proportions vary across the province.

(1) Psychological assessments and consultation represent the primary areas of service delivery to schools. The psychological assessments of all surveyed boards are comprehensive in nature including components such as the following: OSR review, teacher/parent consultation, administration of measures, test interpretation and report writing and consultation with outside agencies.

(2) Consultation to IPRC committees takes place regularly although attendance at the IPRC meeting ranges from mandatory to invitation only. In most boards, a psychoeducational assessment is required for IPRC purposes.

(3) Other services Psychological Services' personnel are involved in to varying degrees include the following:

- Consultation to multi-disciplinary teams that include parents
- IEP development
- Counselling/treatment
- Early identification, intervention and prevention initiatives
- In-services and professional development plans
- Crisis response
- Research
- Community liaison

15-16

Workload Comparison:

The results of the Kawartha Pine DSB survey and our survey were combined as outlined:

	Range	Average	HWDSB
Number of students per consultant*	2,482 to 10,500	3,838	5,263
Number of referrals / year / consultant	40 to 200	108	170
Consultation Time (%)	3 to 25	15	19
Number of assessments / year / consultant	20 to 105	62	95
Assessment time (%)	20 to 80	67.5	63
Length of reports (number of pages)	n/a	5.6	Comparable
Number of recommendations	n/a	8	Comparable

* Please see ***Appendix C(ii)*** for psychology staffing data gathered from another survey with a different subset of school boards (2000 February).

A comparison of workload data across boards indicates that psychoeducational consultants are managing one of the highest caseloads in the province (i.e., serving more students per consultant than most Psychology Departments). The number of assessments completed is higher than the provincial average per year (95 / year versus 62 / year on average) without sacrificing the comprehensiveness of the assessments. As noted above, our assessment is comparable to others across the province in terms of time spent, the length of the report and the number of recommendations.

Common Themes from Survey:

Virtually all Psychological Services across the province are struggling to maintain the same level of service within the context of fewer resources and increased demand for services (e.g., ISA, consultation). From an analysis of the qualitative comments across provincial providers, there is a general consensus that there are important gaps in the current service delivery model such as minimal time for prevention and early intervention initiatives. Also, the integrity and efficacy of services that are currently being provided to students are being compromised. There is also a concern that the broad range of services that has been developed over the past three decades will be sacrificed in favour of returning to a "testing" model of service delivery in which psychoeducational consultants function largely as "technicians."

Reviewing the qualitative comments from the survey suggested the following themes that resonated across boards:

(1) Lack of staff to address needs of the system, long waiting lists for assessments
(2) Need to continue to provide comprehensive services
(3) Wish to broaden the role of Psychological Services and thus lessen the emphasis on formal assessments in favour of other activities
(4) Greater emphasis on early intervention/prevention activities at a system-wide level
(5) More emphasis on post-assessment follow-up including increased programming, treatment/counselling, and IEP involvement
(6) More emphasis on system-wide staff development, training and teacher consultation
(7) Greater involvement in evidence-based research and review of system delivery models
(8) Need to improve timeliness and efficiency of services

15-17

Conclusions:

(1) When reviewing the data on workload and staffing ratios, it appears that the HWDSB psychoeducational consultants are working at a high rate of efficiency despite attempting to serve a comparatively greater number of students relative to other school boards. They cannot conduct more assessments without sacrificing other important components of service delivery and, thus, narrowing their impact on the system (e.g., consultation).

(2) The burden of long wait lists for psychological assessments is present across Ontario and is a source of continued frustration for providers who wish to provide efficient and timely services.

(3) The current departmental goal of striving to provide a comprehensive menu of services to students and schools mirrors efforts and trends in other boards.

(4) The current emphasis on a comprehensive psychological assessment and report is in line with the standards and expectations of other providers of Psychological Services across the province.

(5) The broadening of the role of providers of Psychological Services would likely evolve as boards begin to embrace more preventative/early intervention initiatives, thus shifting the focus from formal assessments.

REVIEW OF CURRENT LITERATURE

The search for information was conducted through various Internet/Library sites using such key words as "school - psychological services – delivery models – evaluations – program delivery". This resulted in approximately 12 references including two dissertation abstracts, one book, and nine journal articles (***Appendix D***). There was a dearth of Canadian articles.

Many articles presented an historical approach, which could be summed up as follows: "Funding for Special Education" has helped to define the role of the school psychologist as primarily conducting evaluations leading to identification. The education community responded quickly by encouraging teachers to identify those children for further testing". (Staab & Becker) Psychologists became the gatekeepers for special education and the perception that the role of the psychologist was to test gradually became entrenched.

In the 1990's, there was a move in education towards "inclusion" (the least restrictive environment for the student) and this had the effect of blurring the boundaries between regular and special education. Testing and evaluation assumed less importance, whereas consultation around the problems encountered by the classroom teacher in the inclusionary classroom was now in greater demand. This changing role of the school psychologist would suggest that a testing model exclusively will become obsolete. This has led to a proliferation of articles discussing the changing role of the school psychologist and of the service delivery model. The models generally appear to fall into three categories:

1. Identification-Driven Model:

This model is driven by a political reality in which boards receive funding for identified students and, in many boards, special class placements require standardized testing. This model results in an emphasis on assessment. Despite survey findings indicating that psychologists prefer to spend more time on consultation and less time on assessment, the reality is that up to 70 percent of their time is spent in evaluation/testing activities *since this is what is required by the system.* From the perspective of teachers and administrators, surveys showed that diagnostic evaluation/report writing is still crucial and there will always be a place for this function as long as funding, class placements and resources are tied to the results.

15-18

2. System-Integrated Model:

This is a consultation driven model and describes the integration of resources within a school system, where necessary tapping into community resources. Prevention is a major focus since through consultation with teachers, problem behaviours or learning problems can be addressed and interventions started. These models were originally conceived as a method of preventing psychopathology and to eliminate long waiting lists. The model is "in-direct" in that it is seen as a "system" intervention in which manipulations are made to the students' environment, typically the classrooms. Since the same intervention may change more than just the target child, the model is thought to be cost effective and preventative in nature. It has found favour with many practicing psychologists as well as teachers and administrators. However, there are those who have found the change to a more consultative model to be difficult. Partly, this is because the system-driven funding and resource-based need, which is the rationale for the Identification-Driven Model described above, is still very much alive. As organizational theorist R.H. Hal has stated, much of the behaviour of individuals within an organization is accounted for by organizational factors.

The early research on these models, (1980's and 1990's), have found:

(1) Improved professional and problem solving skills among teachers
(2) Modified teachers' attitudes towards problem children
(3) Generalization of understanding towards other children with the same problems in the same class
(4) Reduced referral rates
(5) Gains in long-term academic performance

There appears to be agreement that more research is needed into the preventative aspects of consultation.

Riva Bartell from The University of Manitoba has written about the future of the "psychologist of schools". This title is significant in that in contrast to the "psychologist-in–the-schools", which implies a medical model approach which tends towards a focus on the individual student, the term "the psychologist of schools", implies a "system-based approach in which the focus is the health of the school. This concept is important in order to broaden the functioning of the psychology delivery model, from which will flow numerous roles such as the development and implementation of innovative and cost-effective psychological assessment approaches, e.g., performance-based and ecological assessment linked to intervention as well as the more traditional assessment models, primary intervention programs for all children, staff development and consultation (which she describes as in the spirit of "giving psychology away" as required by stakeholders such as parents, policy makers, teachers, media; curriculum planning and program evaluation; development and maintenance of a healthy school climate; and not least, acting as a system's change agent).

Implications for the psychologist include the type of training in place at the university level which must reflect the diverse roles of the model. In essence, the university faculty is in a position to initiate this process by providing the initial training. The question of who are our clients, must be examined since psychologists have overwhelmingly answered "the child", when asked this question in surveys. However, Dr. Bartell suggests that if the answer is "the school", then the impact on the lives of all the children, including special-needs and high-risk children, will be more powerful, preventative and cost-effective.

Some aspects of this model resemble our SRM approach. In some jurisdictions, schools form Area teams in order to more closely serve a family of schools to provide a continuum of service for clients and their families. This model tends to foster closer links with community resources since the child is no longer viewed exclusively as a school problem but more as a shared community/board responsibility. The model described by the Toledo Public School District is one case in point. It uses School Assistance Teams, very like our board's SRMs. Another feature is the School Assistance Centre, which provides special education and psychological services to students within a particular geographical region. Evaluation findings from the Toledo Model suggest that the teachers continued to perceive the psychologist's role as being primarily that which was consistent with the Identification-Driven Model. Further role clarification was felt therefore to be necessary.

15-19

3. Community-Integrated Model:

Called a wrap-around service, it requires the political will to blend the funding which traditionally has been allocated to different Ministries (i.e., Education, Health). This model is holistic because it views the barriers to learning as being caused by a complex interaction of factors which can best be addressed.

This is a holistic service delivery model in which the school is a key component but is one part of a service which includes all aspects of a child's life, i.e., health, housing, economics, etc. This model requires a top-down initiative from the highest level of government.

The implications for psychology are significant. The "generalist" or the psychologist who is competent in a broad range of areas from developmental concerns to guidelines for monitoring children on medications, family interventions and community consultations will become crucial. Specialists (e.g., psychologists competent to diagnose and treat certain psychiatric disorders) may be warranted for some low incidence issues or for areas, which are highly technical. There are also obvious implications here for the training of psychologists and the literature does speak to the need to include Departments of Psychology in planning. Practitioners in these models will spend much more time working as a team and in concert with community members and caregivers. School psychologists will also spend more time in homes and other community settings such as hospitals, detention centres, etc.

There are also implications here for boundary issues since the psychologist will move across job settings and, therefore, possibly across different supervisory areas. Reimbursement will be an issue to be resolved across different specialties. In a school using this model, there may be a core of psychological service providers who "anchor" the service delivery, but there would be others with varying specialties in a number of areas. For example, in the Memphis School District, it employs counselling and clinical psychologists. Some models may employ sports psychologists working in schools with athletic teams, educational psychologists working on curricula, health psychologists collaborating with the school district's health team and community psychologists working on community problem prevention such as arson, theft, vandalism, etc. Since evaluation would be built into such a model, the psychologist would also need to be proficient in research design. From the literature, this seems to be a visionary model for the 21st Century and not yet a reality.

Summary:

Our current model of delivery is most closely aligned with the Identification/child-centered Model and incorporates some features of the System-Integrated Model. There appears to be no effective resolution to the dilemma inherent in the assessment driven model in that financial resources are shrinking and cannot keep up with the demand for assessments. Moving to the System-Integrated Model has some attractive financial implications (indirect versus direct service), however current Ministry funding directed towards identified students is still a reality. The board will need to look closely at these two competing issues.

ELEMENTS OF A BEST PRACTICES MODEL

In surveying other school boards and reviewing the literature, a best practices model of psychological service delivery fundamentally is a full service to students, teachers and schools. Psychological Services across school boards across this province strive to adopt a best practices model which focuses on improving the learning of all students not just a core of students. Consultation to school personnel is crucial as are these other components: assessment, other direct services (e.g., counselling, crisis intervention), prevention, research, liaison and co-ordination, continuing professional development, supervision/training and mentorship, accountability and high visibility.

It is also important to note that increasingly the current leaders in the field of School Psychology in America advocate strongly for the role of Psychological Services' personnel to continue to broaden the scope of practice beyond the very narrow and restrictive Identification-Driven Model. There may be fiscal realities attached to the above statement.

LE-20

Bagnato in Talley et al (1996)* states that identification-driven work is "one activity 80-90% of the time to serve only five percent to, at best, twenty percent of potential customers within a market place...is both uneconomic and unviable." Movement exists to broaden and continue to enhance the role of providers of Psychological Services in school boards to include more system integrated, consultation-driven and prevention-focused activities. "Psychologist in the Schools" approach is being replaced by "Psychologist of the Schools" in order to enhance the learning of many students.

* R. Talley et al (editors). Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. A.P.A. Publication, 1996.

SERVICE DELIVERY MODEL BUILDING

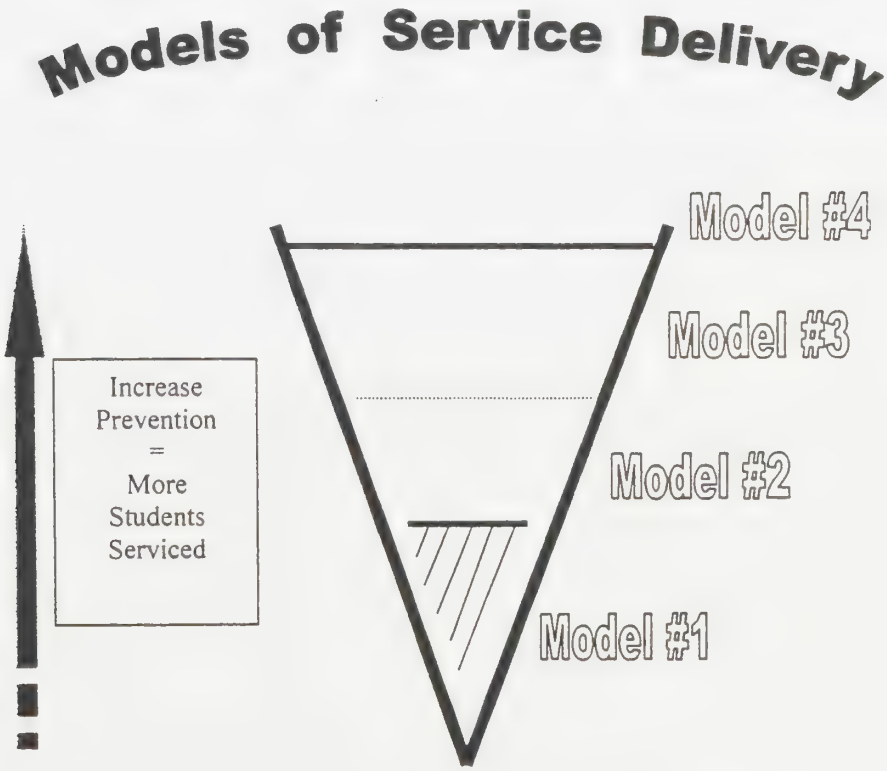
The table on page 18 outlines several models of service on a continuum of key dimensions:

(1) Focussing on a broader spectrum of students (single-child focus vs. school/system based)

(2) Adopting a prevention focus

(3) Striving for a best practices model of service delivery

We also wish to provide services which address needs in the system, provide for future flexibility, maximum efficiency and effectiveness and are sustainable within the organizational structure and strategic plan.



15-21

Model #1:

This model of service focuses on assessments only. There are two strategies to delivery this assessment service with:

(1) Resident staff, or
(2) Fee-for-service providers

Technically, this is not to be considered a "service delivery plan" as the service is highly restricted in nature. It is also very costly in that only a small population of children is served.

(1) Resident Staff:

Resident staff is relegated to the role of "technicians." They focus exclusively on assessments. The full set of skills by these highly trained service providers is not utilized which equates to a major disservice to the consumer. This assessment only approach contradicts the recommendations of the "Report of the Transition Committee for Special Education and Related Student Support Services" (1998 10 28) which documents that Psychological Services will continue to provide a range of services including the following: early identification of potential learning difficulties, consultation, follow-up services regarding student progress, in-services and information sheets, conducting original research, and assisting others in understanding and applying research findings relevant to education.

(2) Fee-for-Service Providers:

It would be much more costly than employing resident staff in that the market place and availability would dictate the rate of reimbursement. It contradicts collective agreements. Important consultation features, follow up work with school personnel and ongoing collaboration are minimal or paid for upfront. Relationship building aspects to this service delivery approach are not fostered. With fee-for-service personnel, loyalties to the corporation are not expected to be solid as compared to the level of resident staff. Therefore, flexibility to rearrange schedules and accommodate school meeting requests is limited. Fee-for-service providers often juggle several "employers" at one time. There is no guarantee that schools would have any consistency In the staff they need to interact with, which has been noted as valuable to our stakeholders. Also, additional funds would likely be required from someone knowledgeable about Psychological Services to co-ordinate fee-for-service employees and understand their strengths and limitations on practice.

Currently, the model of Psychological Services is a genuine model, which is much more comprehensive in nature. Input from our stakeholders indicated that they value as highly important a full service model of delivery. Our services are also consistent with other provincial providers of psychological services at school boards.

Model #1 also succumbs to shortsightedness, quick "fixes" and undermines the growing trend across all health sectors to place efforts strategically on broad-based, evidence-based, prevention and early intervention initiatives. These initiatives are being viewed as being more cost saving and impacting on the well being of all children, not just a targeted population (e.g., "Early Years Study", 1999 April, Hon. Margaret Norrie McCain and Dr. J. Fraser Mustard). With growing emphasis in a board vision to early identification initiatives and early learning opportunity grants, this service delivery model detracts from this emerging vision.

15-22

Model #2

This service model is essentially what is provided currently by the complement of staff. However, the assessment component continues to outstrip other facets of service delivery. Clearly from our review, school personnel appreciate and want the range of services provided. The model is comprehensive in the nature of services and as such begins to approach the best practices continuum. However, it lacks a concerted focus on prevention initiatives. Thus, the impact on the system continues to be more an individual approach, school-level focus.

Model #3:

This service delivery model is not substantially different in the number of components to that of Model #2 but rather there is a shifting of priorities on the continuum of prevention and approaching best practices. Components include the following: prevention/early identification initiatives, consultation, professional development, assessment, other direct services (e.g., crisis response), liaison and co-ordination, research, supervision/training and mentoring, accountability and high visibility.

Psychological Services is one department co-existing with others in the context of Instructional Services. Therefore, any emerging shifts in priorities will need to be aligned within the Instructional Services' vision and other contributing factors/influences.

Assessment services would continue to be available. However, there would be a much greater emphasis and focus on prevention, early identification, and consultation initiatives.

Model #4:

This is the model of service delivery which is referred to as Community-Integrated Model. It is a holistic service delivery model in which the school is a key component. It is starting to emerge in the United States. It is sometimes referred to as a "wrap-around" service. As the school is the center of services, all aspects of a child's life are looked at including health, housing, mental health, educational needs, etc. It requires co-operation from several layers of government, community will and advocacy. Clearly visionary in nature, this is a model, which at this point in time is presented to humble us in terms of perspective and provide for us a barometer of what is possible eventually.

15-23

MODELS OF SERVICE DELIVERY

MODEL #1

Description:
- Assessment only

Mode of Delivery:
- Resident staff
- Fee for Service

Limitations:
Resident Staff
- Service is highly restricted
- Costly–small population is served
- No prevention or intervention due to a lack of consultation
- Doesn't make good use of available staff expertise
- Providers relegated to role of "technicians" which contributes to staff turnover

Limitations:
Fee for Service
- Service is highly restricted
- Costly-small population is served
- No prevention or intervention due to a lack of consultation
- Contradicts collective agreement
- Minimal follow-up with schools
- Questionable loyality to corporation
- Limited flexibility for scheduling
- No guarantee of consistency of staff
- Need for co-ordination of service providers

Impact on Wait List:
- Generates need for significantly more assessments as only service

Status:
- Not consistent with feedback from our consumers and board philosophy of a full range of services
- Not consistent with current trends and best practices in school psychology

MODEL #2

Description:
Components include:
- Assessment
- Consultation and follow up
- Other direct services (e.g., crisis intervention, ISA, etc.)
- Community liaison and referral co-ordination
- Professional Development
- Inservices (e.g., information sheets, work shops)
- Prevention/Early Identification initiatives
- Research and Program Evaluation
- Supervision, training and mentoring

Rationale:
- Services aligned with other providers of Psychological Services in province
- Consistent with current needs of the system re stakeholder survey and a broad full range of services model
- Consistent with core values and striving for best practices

Challenges:
- Assessment component outstripping current human resources
- Balancing various service components in response to needs of various stakeholders
- Enhancing participation in and responsiveness to emerging system prevention initiatives (e.g., early identification initiatives)

Impact on Wait List:
- Assessment wait list will increase by approximately 4 months per year with existing staff complement
- To manage current wait list it will be necessary to decrease range of students served

Status:
- Recognition that preferred movement is toward Model #3 as identical components present

MODEL #3

Description:
- Components identical to Model #2
- Assessment services continue to be available
- Shifting of priorities to provide a greater emphasis and focus on prevention, early identification and consultation
- Evolving activities would include:
  - System-wide prevention initiatives (e.g., depression prevention)
  - In-services (e.g., information sheets, work shops)
  - E-Best
  - Early identification initiatives for JK/SK
  - Direct classroom and school consultation and intervention
  - Parent outreach programs
  - Collaboration with other community agencies in developing joint initiatives

Rationale:
- Research emphasis that early intervention enhances academic success
- Enhances the skills of teachers through the problem-solving approach of "training-the-trainer" and permits potentially a greater degree of generalization of these skills for all students to address the learning needs of a broader range of students
- Recognition that the barriers to learning are multi-faceted and need to be approached in this manner
- Addresses gaps identified in our service review (e.g., professional development)
- Provides more immediate support to teachers and follow up and enhances visibility of Instructional Services

Challenges:
- Shifting of service priorities need to align with vision of Instructional Services
- Evolving activities need to be introduced gradually pending collaboration with Instructional Services' partners
- Accountability: demonstrated effectiveness of model

Impact on Wait List:
- Reduce number of students needing formal assessments through enhanced school-based consultation, intervention and prevention

Status:
- Preferred model to work towards
- Aligned with growing trends across all health sectors (e.g., "Early Years Study")
- Aligned with emerging board vision of broad-based early intervention focus

MODEL #4

Description:
- Community-integrated model
- Emerging in the United States
- Holistic view of the child
- School is centre of services
- Multi-disciplinary and multi-level advocacy for child and family

Rationale:
- Needs of children and families addressed in a holistic, collaborative and co-ordinated manner (e.g., education, health, housing, mental health, etc.)

Challenges:
- Co-operation across several layers of government
- Requires community will and advocacy
- Requires inter-professional re-alignment of "turf"

Impact on Wait List:
- Unspecified at this time

Status:
- Provides us with a paradigm for future possibilities

INDIVIDUAL - BASED ⟶ SCHOOL/SYSTEM - BASED ⟶ COMMUNITY - BASED ⟶
PREVENTION INITIATIVES ⟶
BEST PRACTICES ⟶

PSYCHOLOGICAL SERVICES: RECOMMENDATIONS

Psychological Services has completed the first phase of the review of our services in this document titled: Psychological Services Review - Part A. We respectfully wish to put forward the following two recommendations. The next phase of the review process (Part B) will invite input from various stakeholders, assess the impact of the recommendations on various levels of the system and work towards addressing emerging questions fostered by the review (e.g., alignment with other support services).

(1) **Psychological Services supports Model #3 as a desirable service delivery model.**

Rationale supporting the model includes the following

- Model #3 provides much more than the current Model #2. It give a full-range service as including assessment, consultation, professional development, research and program evaluation and other direct services
- Continues to approximate a best practices approach
- Focuses on prevention and early identification/intervention initiatives
- Serves a broader range and number of students
- Focuses on enhancing service to schools as systems
- Attempts to enhance the academic success of a larger number of students
- Attempts to enhance more directly the skills of teachers which could potentially benefit a greater number of students

(2) **Psychological Services recommends an integration of our services with other support services and alignment with the Instructional Services' vision.**

Rationale supporting the integration alignment includes the following:

- Continues to develop our purpose, goals, values and plan
- Focuses on efficiency of service delivery

15-25

APPENDICES

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1

Telephone: (905) 527-5092
Fax: (905) 521-2534

15-26

2001 February 26

Dear School Administrator:

RE: Psychological Services Review 2000-2001

As you are aware, we are conducting a Psychological Services Review this school year. We are requesting your participation in this process and anticipate your input. Our survey should take no more than a few minutes of your valuable time.

In order to make the data we gather as representative as possible, could you please request that the following individuals at your school complete the survey:

- an administrator (yourself or a designate)
- a regular classroom teacher
- each of your Learning Resource Teachers
- each of your special class teachers (if you have them)

Feel free to make extra copies of this survey. The survey is **optional** as your input is invited. Please do not identify yourself or your school. Please return the surveys to Psychological Services by March 23, 2001.

Thank you for your time and assistance in this process. Should you have any questions, I can be reached at 527-5092, Ext. 2358.

Sincerely,

Christine Gudas-Murphy, Ph.D., C.Psych.
Supervisor of Psychological Services (Acting)

Enclosures

SURVEY OF STAKEHOLDERS BY PSYCHOLOGICAL SERVICES

We are presently undertaking a review of psychological services. Would you please assist us by completing this survey. Your input is very important to us.

PLEASE IDENTIFY YOUR ROLE BY CIRCLING THE APPROPRIATE NUMBER:

School Administrator 1	Teacher 4	Social Worker..... 7	Superintendent 10
Learning Resource Teacher.....2	Special Education Consultant..... 5	Curriculum Consultant 8	SEAC member 11
Special Class Teacher 3	Speech/Language Consultant..... 6	Psychoeducational Consultant..... 9	Trustee 12

Please indicate your familiarity with, satisfaction with, and your view of the importance of each of the following services by circling the appropriate numbers ranging from 1 (Low familiarity, satisfaction, importance) to 5 (High familiarity, satisfaction, importance).

SERVICES:	**How Familiar**	**How Satisfied**	**How Important**
SCHOOL BASED	<---------->	<---------->	<---------->
System Resource Meeting participation/input	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Consultations regarding learning and/or behaviour, emotional and social problems	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Assessment of learning and/or behaviour, emotional and social problems	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Reports	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Interpretation of Psychological Reports/Feedback	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Programming suggestions and/or IEP input	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Crisis consultations/interventions	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Community liaison and referrals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Continuity of provision of services to a school by the same consultant	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
SYSTEM BASED	<---------->	<---------->	<---------->
Identification and/or diagnosis of LD, MID, DD, BE, Gifted	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
IPRC input	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
ISA input	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Board-wide Screening (Otis-Lennon and Raven's)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Program development and evaluation	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Crisis Response Team	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Research to address specific System and educational questions, needs and priorities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Committee work	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
INFORMATION BASED	<---------->	<---------->	<---------->
Inservices based on current best practices and research findings	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Information sheets on educational issues	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Research on syndromes, disorders and mental health issues	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	<---------->	<---------->	<---------->

14-22

GENERAL REMARKS:

Please feel free to add any comments and suggestions you wish to make.

THANK YOU VERY MUCH FOR YOUR HELP

Please return survey to Psychological Services Department
By: March 23, 2001

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1

Telephone: (905) 527-5092
Fax: (905) 521-2534

15-28

Dear Principal:

As part of the review of our service delivery model, we are surveying parents of students who have recently received a psychoeducational assessment. For each school, we have randomly selected one student. We would appreciate it greatly if you or your designate would contact the parent of the following student:

_____

to ask him/her to complete the enclosed questionnaire and return it to you. Please return the completed questionnaire to Psychological Services via Board mail.

If the student has moved, please inform us so that we can select another student.

Thank you for your co-operation. If you have questions or concerns, please telephone Cynthia Wilkinson (527-5092, Ext. 2424) or Lori Szwarz (527,5092, Ext. 2359).

Christine Gudas-Murphy, Ph.D., C.Psych.
Supervisor of Psychological Services (Acting)

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1

Telephone: (905) 527-5092
Fax: (905) 521-2534

15-29

2001 February 19

Dear Parent

As part of a review of our services, we are surveying parents of students who have recently been tested by Psychological Services. We would really appreciate it if you would respond to the questions below and mail them back to us in the stamped self-addressed envelope by March 9.

Thank you for your co-operation. If you have questions or concerns, please phone Cynthia Wilkinson (527-5092, Ext. 2424) or Lori Szwarz (527-5092, Ext. 2359).

Age when referred for assessment: _____ Grade when referred: _____

Waiting period for assessment: 1 – 3 months ___; 3 – 6 months ____; Over 6 months ____

Why was your child referred for assessment? _____

_____

When you signed the consent form for assessment, how well did you understand what the assessment would involve? Very much ____ Somewhat _____ A little_____ Not at all _____

How do you feel about the length of the waiting period? _____

_____

Even if you found the waiting period to be lengthy, was it reassuring to know that your child was on the waiting list? Yes ____ No _____

How useful was the information from the assessment:

a) in helping you to better understand your child's strengths and weaknesses?

Very helpful _____ Somewhat helpful _____ Slightly helpful_____ Not at all helpful _____

b) in providing you with strategies for helping your child?

Very helpful _____ Somewhat helpful _____ Slightly helpful_____ Not at all helpful _____

c) in providing strategies to the teacher for helping your child?

AT-30

Very helpful _____ Somewhat helpful _____ Slightly helpful_____ Not at all helpful _____

Did the assessment answer the questions you had in mind about your child?

All of them ____ Some of them _____ None of them_____

What other information would have been helpful?_____

_____

_____

What steps were taken to help your child following the assessment?_____

_____

_____

Any other comments:

_____

_____

_____

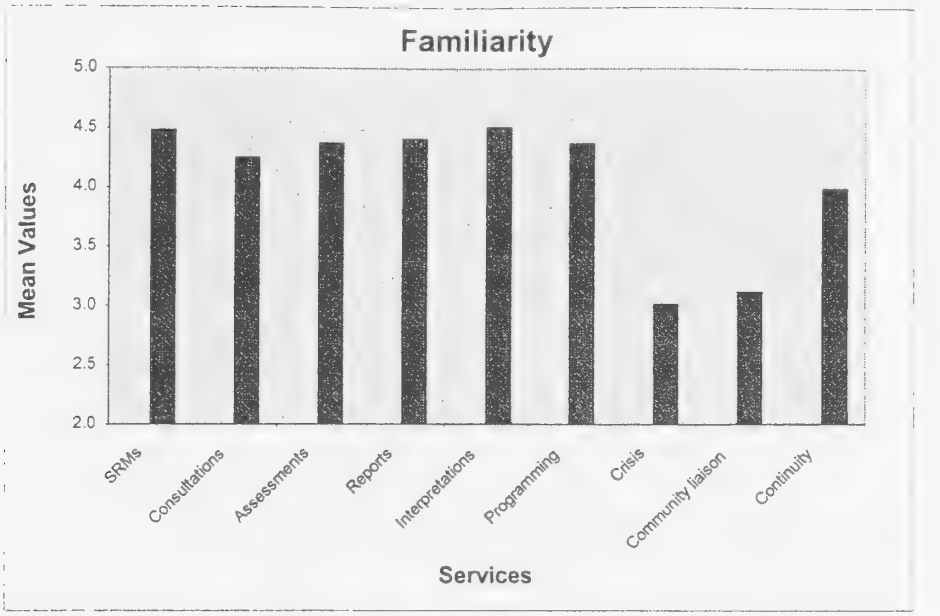
_____

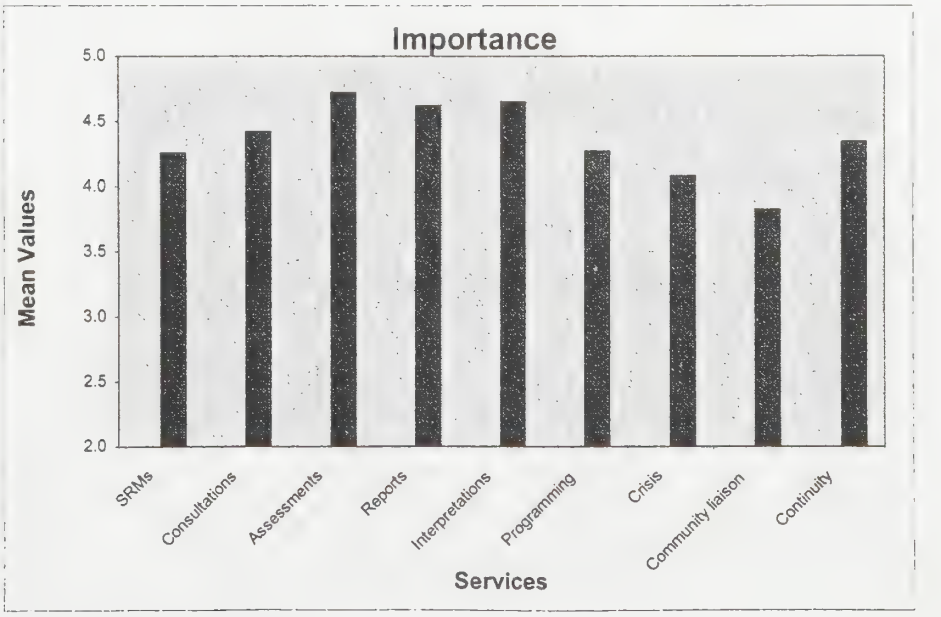
_____

_____

SURVEY OF STAKEHOLDERS BY PSYCHOLGICAL SERVICES

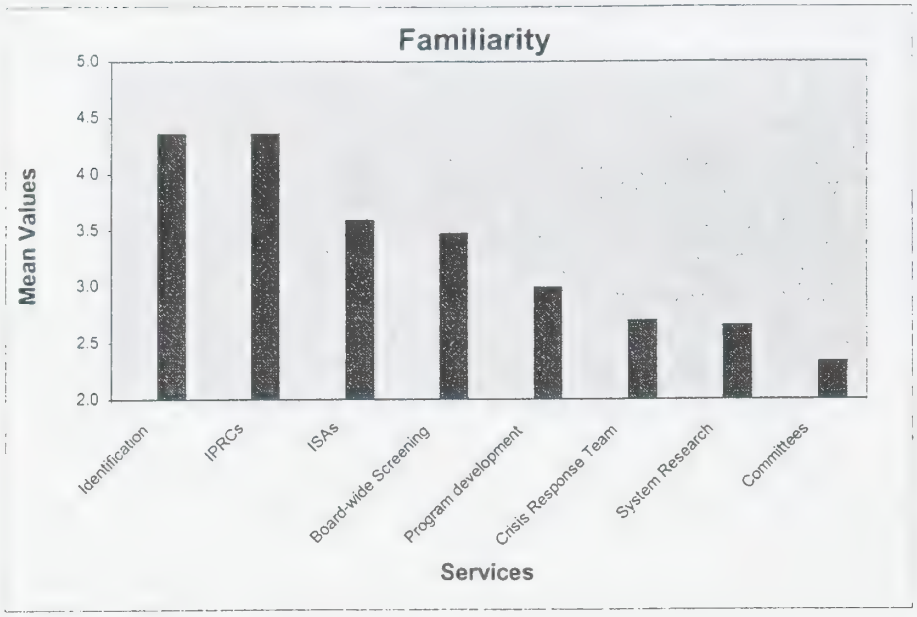
SCHOOL BASED SERVICES

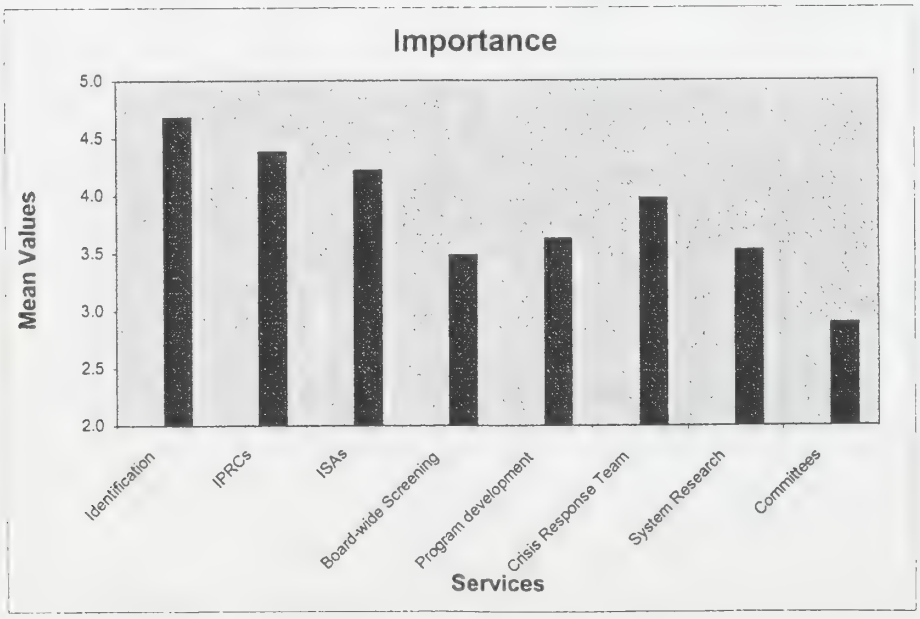




SURVEY OF STAKEHOLDERS BY PSYCHOLGICAL SERVICES

SYSTEM BASED SERVICES





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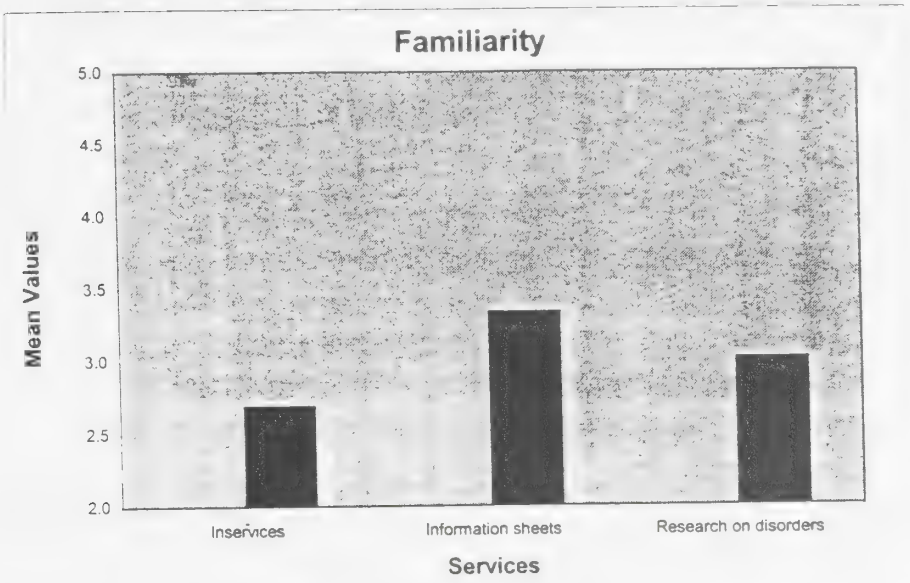
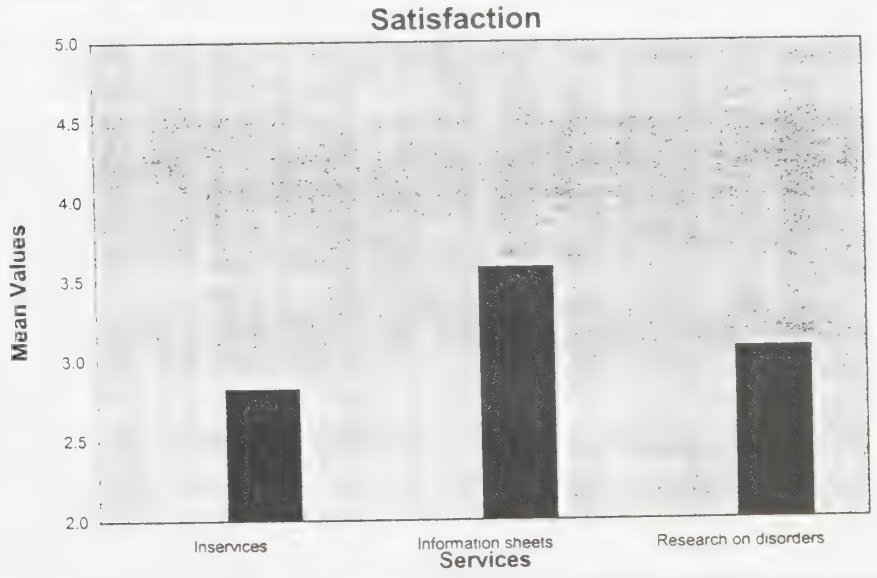
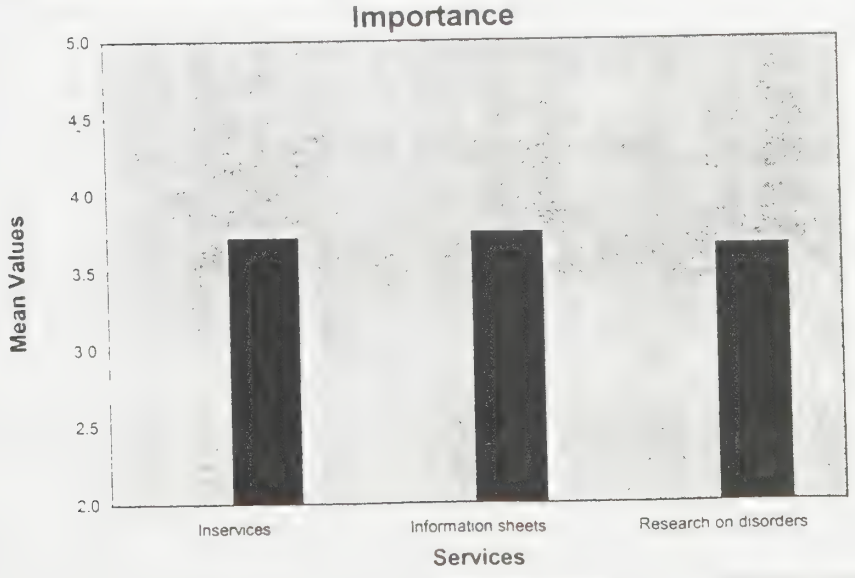
SURVEY OF STAKEHOLDERS BY PSYCHOLGICAL SERVICES

INFORMATION BASED SERVICES







THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1

15-33

Telephone: (905) 527-5092
Fax: (905) 521-2534

2001 February 19

Dear Colleagues:

At the last Chief Psychologists' meeting, I stated at the end of the meeting that we at the Hamilton-Wentworth District School Board's Psychology Department are reviewing our service delivery model. We understand the extensive restrictions on your time but request your cooperation on the brief survey outlined below. We have made use of previous survey information (December 2000), but are looking for additional information that would be helpful for our purposes.

Would you be kind enough to complete the survey and fax it to Lois Campbell, Psychoeducational Consultant, Psychological Services, at (905) 521-2534, by the end of February, 2001.

We would be happy to provide a summary of these survey results to those who respond. Individual boards will not be identified by name in the reporting of the data.

- **How are you currently managing psychological service delivery with fewer resources? (i.e., how have you reduced, changed, re-focused, eliminated services?)**
- **Are you aware of any school boards, including your own, where service delivery models have been significantly changed or re-vamped and seem to be working relatively well?**
- **In what direction do you think psychological service delivery in school boards should be going given current funding/resource realities?**
- **How are psychological services delivered in your school board? Please give some thought to describing:**
  - **the two primary duties or areas of responsibility and associated time allotted;**
  - **how psychoeducational assessments are referred, screened, and prioritized;**
  - **how "consultations" are defined, referred, screened, and prioritized;**
  - **the role of psychological services in board-wide early identification initiatives;**
  - **the role of psychological services in board-wide research.**
- **This is a preliminary survey. Should we decide to obtain more detailed information, would you be willing to talk to us further (e.g., by phone)?**

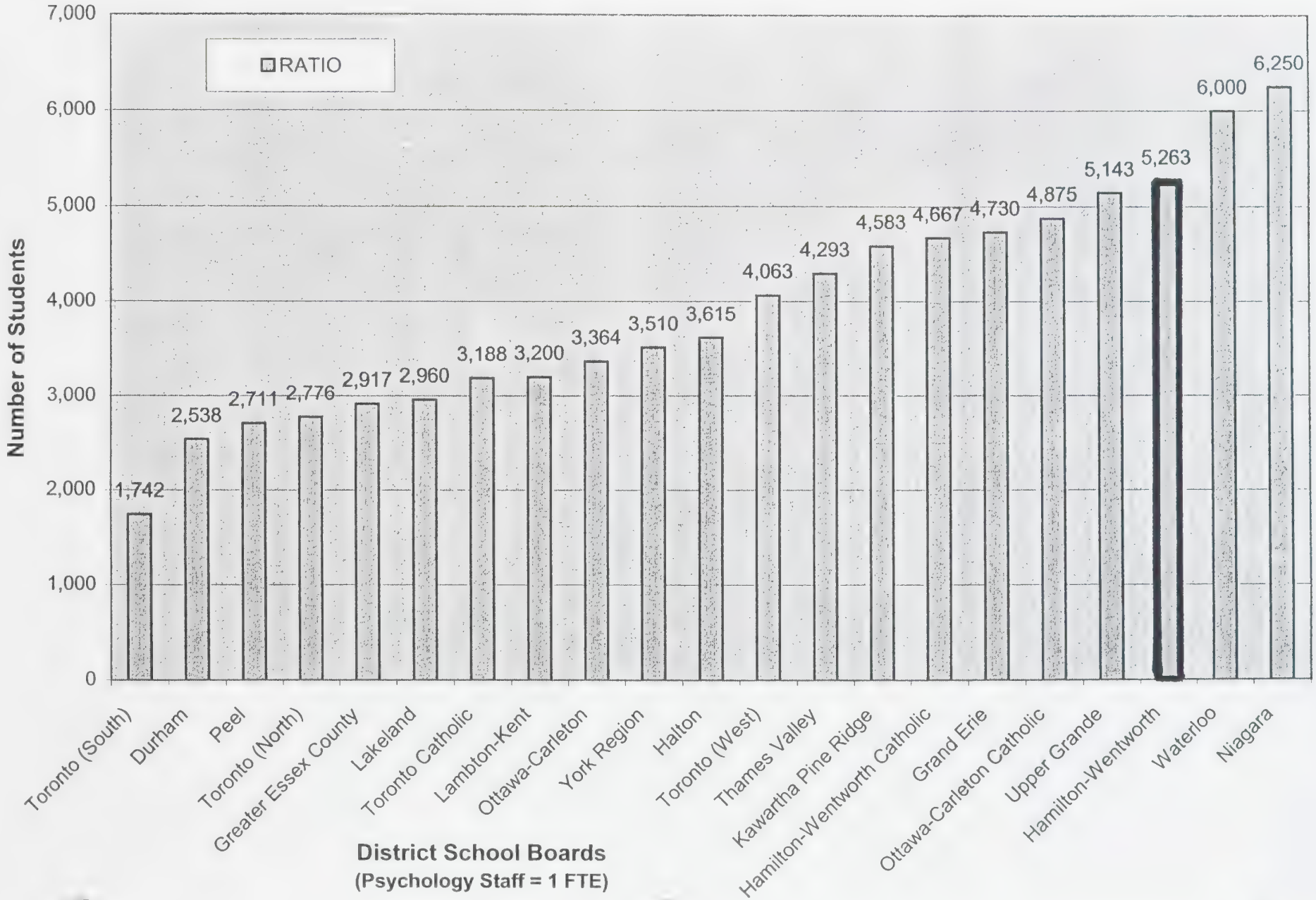
Thank-you in advance for your assistance.

Sincerely,

Christine Gudas-Murphy

Dr. Christine Gudas-Murphy
Senior Psychologist
Supervisor of Psychological Services (Acting)

PSYCHOLOGY STAFFING RATIO SURVEY
(2000 February)



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#16

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for distribution by the Director

Signature: J. Matier

Date: June 1/01

To: Merv Matier, Director of Education

From: Chuck Reid, Superintendent of Education
Wayne Joudrie, Superintendent of Education

Date: June 7, 2001

Subject: **H.O.M.E. ALTERNATIVE PROGRAM PROPOSAL**
(Home Opportunities for Modern Education)

Recommended Action:

Moved by _____, that the H.O.M.E. Alternative Program be established by the Board as a three year pilot project beginning September, 2001.

1.0 Rationale:

1.1 This will provide an opportunity to service students who are not currently enrolled within the Hamilton-Wentworth District School Board.

1.2 If successful, the program may provide an opportunity to draw additional students to the Hamilton-Wentworth District School Board.

1.3 The H.O.M.E. proposal is not in conflict with:

i. the Education Act or supporting regulations,
ii. the Ontario Curriculum Guidelines,
iii. the Policies and procedures of the Board.

1.4 This program will provide a "doorway" to invite Home Schoolers into our school system.

2.0 Background Information:

2.1 A group of Home Schoolers have approached the senior administration of the Board with a Alternative Program Proposal.

2.2 Their proposal is viewed by the group as a refinement within, not a departure from, the public education system. This proposed alternative will not function independently from the Board, but will work in co-operation and partnership.

2.3 This is not a unique partnership. Some similar schools have existed since the 1970's. Currently, there is a school in London, in Beamsville, nine in Toronto and five in Ottawa-Carleton. All are publicly funded elementary schools. Some are schools unto themselves; some are programs within schools, allowing schools that are underutilized to make better use of space and recourses.

2.4 The purpose of this alternative program is:
- to establish a cooperative partnership between parents and teachers,
- to create an enriched developmental, child-centred learning environment,
- to foster a sense of community between school and home.

2.5 The educational program would meet the Provincial Curriculum Guidelines and would be enriched by parents offering their abilities and assistance in various ways in the classroom.

2.6 Teaching strategies such as integrated, holistic learning would be successfully implemented when the child:adult ratio is reduced by regular parent involvement in the classroom.

3.0 Current Information:

3.1 The proposal has been reviewed and supported by Executive Council.

3.2 G. R. Allan School has been selected to house the program. The principal, staff and school council have been informed of the program and are willing to support it in their school community. The school has space for the program.

3.3 The program will operate for three years with a report being provided to the Board on an annual basis. (Refer to Appendix A)

Factors which will be considered in an annual review will include:
- program viability—is demand evident?
- financial viability—is the program self supporting?
- academic viability—is the program meeting the learning needs of its students?
- partnership viability—is the operational relationship between H.O.M.E. and the Board one that can be supported?
- expansion viability—is there a need to expand, and will this be accommodated?

3.4 For September, 2001 two classrooms would be established—a JK/SK classroom, and a grade 1/2 split class.

i. The program would be supported by 1.5 FTE.
ii. A current list of students willing to begin the pilot currently exists.
iii. All students who would enter the program are currently receiving home schooling or will be age appropriate for school come September, 2001.
iv. Space is available at G. R. Allan School to accommodate the program.

3.5 The proposal represents an addition of 50 students to the Hamilton-Wentworth District School System with no additional cost to the Board.

i. Teacher cost will be covered through enrolment.

ii. Classroom start-up costs will be covered through the Early Learning budget.

4.0 Future Actions:

4.1 If approved, a program review will be presented to the Board by May, 2002.

16-3

The Hamilton-Wentworth District School Board

Impact Summary

Recommended Action:
That the H.O.M.E. Alternative Program be established by the Board as a three year pilot project beginning September, 2001.

The impact of approving the foregoing recommended action is as follows:

1. Benefits/Expected Outcomes:

- Increase in number of students served by the Board
- Possible expansion in future years.
- Home Schooled children will benefit from the instruction of qualified teachers and become familiar with the Ontario Curriculum.

❍ Yes ❍ No Recommended action is consistent with Board beliefs and criteria for decision-making.

2. Target Audience:

- Audience recommended action is expected to impact—
- Annual number expected to benefit in any 12 month period—

3. Costing Detail:

- Effective date of recommended action—

	Start-Up Cost	Operating Cost (*This Year Residual)	Operating Cost (Next Full Year)
Permanent Staff: FTE = 1.5 Salary + Benefits	Nil	Nil	$105,000
Temporary Assistance:			
Supplies:	Nil	Nil	$2,000
Equipment:	Nil	Nil	$3,000
Accommodation/ Transportation	Nil	Nil	Nil
Total	**Nil**	**Nil**	**$110,000**

4. Funding:
Source Recommended: General Operating Grants and Early Learning Budget

Activities/Programs negatively impacted by shift of funding—NIL.

Compliance with legislated enveloping requirements.

❍ Yes ❍ No Classroom/Nonclassroom
Special Education
Board Administration and Governance
School Renewal/Debenture/New Pupil Place

Date:
Note: Impact Summary not required if recommended action is to receive report for information.

Appendix A

ALTERNATIVE SCHOOL H.O.M.E. PROPOSAL

H.O.M.E. Work Group Contacts

(Hamilton Opportunities for Modern Education)

Laura Blew, M.D. C.C.F.P.	lblew@hotmail.com	527-2780
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Meghan Davis M.D. C.C.F.P	davis@interlynx.net	577-6284
Morgan Gardner M.A. (Ph. D. Candidate)		523-1679
Christian Hollingshead	sch@icom.ca	524-5615
Cheryl Paterson M.Ed.		628-0118
Christine Roarke B.Sc.	chrisr@idirect.com	628-2837
Wilf Ruland M. Sc.	deerspring@hwcn.org	648-1296

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- Who would make the difference in this school? Page 5
- Why do we need a school like this? Page 5
- Where would the school be located? Page 6
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- How would the school be run? Page 6/7
- Programs currently established in neighbouring School Districts Page 7
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What is an alternative school?

As parents, we believe in public education. Our notion of alternative is one that represents a refinement within, not a departure from the public education system. We will not function independently from the board; we will work in co-operation and partnership.

Alternative schools have been successfully implemented throughout Ontario. Some of these schools have existed since the 1970's. There is one school in London, one in Beamsville, 9 in Toronto and 5 in Ottawa-Carleton. All are publicly funded elementary schools. Some are schools unto themselves; some are schools within schools allowing schools that are under-utilized to make better use of space and resources.

The purpose of an alternative school is:

- to establish a *co-operative partnership* between parents and teacher;
- to create an *enriched developmental, child-centred learning environment*;
- to foster *a sense of community* between school and home.

The educational programs would meet the Provincial Curriculum Guidelines and would be enriched by parents offering their abilities and assistance in various ways in the classroom. Teaching strategies such as integrated, holistic learning would be more successfully implemented when the child: adult ratio is reduced by regular parent involvement in the classroom.

Our school community would be based on these five goals:

Goal 1. To ensure parents and teachers form an active partnership in the educational process.	
Objectives: • Create an atmosphere in which all parents feel free to contribute ideas and skills, • To utilize parent participation as an integral part of program delivery.	**Strategies:** • Require active parent participation ie. working with students, support services, special events, executive/committee work, • Have teachers facilitate parent involvement, • Have executive committee that ensures parents understand their commitment , • Organize family socials, parent education nights.
Benefits: • Decreased adult: child ratio means more individual attention for students. • Increased parent involvement expands pool of resources to enrich educational program. • Better teacher/parent communication.	

Goal 2. To utilize innovative teaching methods to deliver the Provincial curriculum.

Objectives:

- To utilize teaching methods which foster a child's interests and love of learning,
- To use a variety of teaching methods and styles to deliver the core subjects,
- To focus on a child's abilities and strengths,
- To encourage a child's sense of ownership and accomplishment for their learning.

Strategies:

- Integrated, holistic learning ,
- Individualized learning,
- Experiential learning ie. learning through play,
- Multiple learning styles ie. kinaesthetic, visual,
- Blend structured teaching, learning centres and child-initiated study.

Benefits:

- Innovative teaching methods enhance a child's development; socially, physically and intellectually, and allow discovery of the world around them through experiment and experience.
- Child-led learning allows the child to share responsibility for future educational success.

Goal 3. To create a strong sense of co-operation and community between families, children and school.

Objectives:

- To foster a caring, respectful, and safe environment for learning,
- To foster a learning environment where co-operation is valued over competition,
- To celebrate diversity within the community,
- To create a positive and respectful working relationship with the larger community.

Strategies:

- To implement a school-wide model of conflict resolution and anti-racist/anti-bullying programs,
- To implement community building projects ie. plant a tree initiatives, fundraising for food banks, open houses
- Exposure to different cultural experiences ie. foods, customs, traditions and different groups in community ie. seniors.

Benefits:

- Children learn to support their peers in the learning process.
- Children learn how to deal with conflict in an effective manner.
- Children feel a connection to a larger community beyond their immediate family.
- Children learn an appreciation for the diversity of their community.

Goal 4. To incorporate global education into the school community.

Objectives:

- To implement a strong environmental science (ecology) program,
- To foster student awareness of ecological and social responsibility,
- To foster social responsibility and awareness so that children can be active citizens in their community.

Strategies:

- School wide recycling/composting program,
- Environmental audits, garbageless lunches,
- Celebrate international days ie. Earth day, World Food Day,
- School wide units ie. Black History, Peace.

Benefits:

- Children are directly involved in activities that are environmentally friendly.
- Children learn that classroom materials ie. paper is a product that comes from nature and should be conserved.
- Children learn they can contribute to the development of an equitable and healthy community.
- Children recognize that they can make a difference.

Goal 5. To foster an appreciation of the arts.

Objectives:

- To foster children's creativity, imagination and self-expression,
- To develop an appreciation of different forms of art – music, literature, visual arts, developmental drama, theatre, oral tradition,
- To use art as a learning tool within core subject areas.

Strategies:

- Incorporate music, song, simple instruments,
- Provide opportunities to explore art through field trips, class visitors, guest artists,
- Provide opportunities to explore different arts ie. pottery, painting, dance,
- Incorporate art forms into lesson plans; (i.e. drama, dance, art journal).

Benefits:

- Artistic learning supports a well-rounded intellectual development.
- The arts provide a positive way for children to express their emotions and physical energy.
- Children understand that the arts are another way of communicating meaning.
- Children are exposed to alternative teaching methods (right brain vs. left brain thinking).

Who would make the difference in this school?

The Ontario Report and Guide on School Improvement Planning 1999-2000, p.10 states that *"because parental involvement is one of the most significant factors in a child's success, it is crucial that all schools set a goal in their improvement plans for increasing it."*

Parents involved with this school must take an active role in their child's education. Before children are enrolled in this school, parents are made aware of the nature of the commitment they are making to this program. Having more than one parent in the classroom on a daily basis enables the teacher to better meet the individual needs of the students. Parents must also understand the importance of consistent participation in the classroom so the innovative teaching methods proposed can be implemented.

Some examples of family involvement are:

- Interaction with students ie. reading with children, math groups, small group projects,
- Planning and delivering enrichment activities under the teacher's guidance that make use of parent's skills; ie. computer programming, storytelling, coaching, or woodworking,
- Support services; ie. Classroom aid – provide snacks, organize Scholastic Book order, organize library, clean up craft area,
- Special events and field trips; i.e. seasonal celebrations, skating parties, museums, nature walks, concerts, social events,
- Executive / committee work,
- Curriculum team committee involvement,
- Helping implement school-wide themes.

Why do we need a school like this?

More and more parents are choosing to privately or homeschool their children. If the Board offers an alternative, it will increase enrolment and will receive funding for those students presently not in the public school system. This will keep money and resources in the Hamilton-Wentworth District School Board (HWDSB) so public education will stay vital and strong.

Alternative schools place a central role on partnership and emphasize active and consistent parental involvement. In an alternative school, the community is a triad composed of teacher/family/student who are working co-operatively for the benefit of the child. Implementing the educational approaches shown by cognitive research to be the most effective; such as integrative and holistic learning, and individualized learning plans requires much of an educator's time, resources and creativity. We feel teachers can better achieve this with the assistance and encouragement of parents.

Benefits:

- Attracts parents who otherwise seek options outside the public education system, thereby bringing students back to the public school system,
- Provides parents with options within the public school system,
- Enables implementation of innovative educational methods, such as integrated and holistic learning,
- Allows teachers to utilize not only their time and skills effectively but also those of parents,
- Provides a model for parent involvement for the larger school system.

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Where would this school be located?

In seeking a home, we are cognizant of present day financial realities and wish to ensure the school will be a fiscally neutral or positive program for the HWDSB. To accomplish this, the model of establishing a small school within an available larger school was selected. We are aware the HWDSB is contemplating the difficult question of school closures and wish to be considered in this process.

We will require:

- The larger school to have an enrolment of at least 75 students less than capacity with room for future growth.
- A location accessible to the largest number of interested families to ensure enrolment in our first years. Our committed participants are primarily from the West Hamilton/Dundas area.
- The school be adjacent to main line public transportation to facilitate participation from all parts of the city.
- A physical environment that provides a self-contained area (ie. own floor or wing) with its own entranceway and a green space in close proximity. An active library and functional gymnasium, stage and playground would be assets.

We feel it is essential that the larger school's climate include an administrator receptive to the smaller school's philosophy.

Based on these criteria we request G.A. Allen School as the location for our September 2001 pilot project.

When would this school/program start?

The goal is for the school to commence operation in September 2001. The school would start with a JK/SK afternoon program and a grade 1/2 split.

How would the school be run?

- The school community would work in co-operation and partnership with the board.
- The school would be an open boundary school.
- Teachers would remain in charge of the direction of the curriculum and its delivery within the classroom. Programs would be designed around parent participation and the skills they offer to the children's learning experience.
- Parent's participation would serve to enrich the learning experience and enhance the effectiveness of the teacher's leadership.
- We would like the posting for a teacher to reflect the unique nature of the program

Since one of the cornerstones of alternative education is family involvement, a committed and organized volunteer force is essential. Interested families would be provided detailed information and then interviewed to ensure that they understood and agreed with the program's philosophy and the level of commitment required of them for enrolment of their child. Each year parents would sign a contract confirming this

commitment and a mechanism would be in place for families who fail to honour this agreement.

We are currently studying several models of how parent involvement will be organized and structured. Based on other long-standing alternative schools, we would begin with a model similar to the following:

Executive committee - made up of the following positions: existing steering committee would assume this role for the remainder of 2001, then elections for 2002.

Co-ordinators – a team of elected co-ordinators would determine the best way to distribute tasks to the parent body each year.

Primary responsibilities would include:

- Communication with teachers, principal and Board,
- Scheduling, planning, organizing agenda for meetings,
- Maintaining liaison with other Board officials (trustees, area superintendent) ,
- Facilitates parent involvement in key areas of school operation working with approval of the teacher,
- Liaison with larger school, ie. member of parent council.

Secretary:

Primarily responsible for preparation and distribution of agenda and minutes.

Treasurer:

Would prepare and present budget forecasting for school, maintain school books, organize yearly donations and/or fundraising for school.

The following are examples of **subcommittees** that may be needed:

- Community committee –would arrange social events, and community outreach,
- Program committee – would explore ways of supporting and enriching programs and assists in planning for special events, field trips etc.,
- Telephone Committee,
- Staffing committee – would monitor student enrolment, recruit new students if necessary, direct proposals for expansion,
- Parent education committee – would provide educational programs for parents.

Conflict Resolution

With such a diverse group of people involved in our school community, conflicts will arise from time to time. There are procedures that will be documented in order to resolve these conflicts positively and internally whenever possible. We are studying a number of models of community mediation. We would have a procedure in place for the beginning of school based on current research.

Programs in Neighbouring School Districts

Toronto District School Board

- High Park Alternative School – Family Handbook
- Scarborough Village (Alternative) Public School – Family Handbook

London Board of Education

- A.P.P.L.E.

Ottawa-Carleton District School Board

- Welcome to OCDSB Alternative Elementary Programs
- Lady Evelyn Alternative Public School
- Grant Alternative Public School
- Churchill Alternative Public School

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I. Admissions for H.O.M.E. Program

This document outlines our proposed admissions procedure for entrance in the alternative program/school for September 2001. In all likelihood, we see this procedure changing for September 2002. There are admission variables we would like included in future years, such as geographical representation, sibling priority and cultural diversity. However, we feel these added variables are not realistic in our start-up year due to time pressures and our desire to honour the commitment expressed by many parents over the last six months.

In other ways, this admissions procedure may be more time and resource intensive than in future years. The work establishing the program/school in the start-up year will be significant. To make this start-up year a success we need students that will best fit our program, and parents that are fully informed and committed to providing the time and energy needed. Our admissions process must be one that therefore thoroughly informs parents and demonstrates their investment to this initiative.

As a unique program/school of 5 interwoven goals we have needed to devise an admissions procedure that reflects this tapestry. In important respects we are different, for instance, from a french immersion program or from a parent participation alternative school. Our program/school possesses equally strong program (global education, equity the arts) and process (participation, non-competitive, consensus, partnership, self-evaluation and ownership, facilitated learning and not just directed learning) components. Our admissions process needs to reflect these aspects. In particular, balancing our values of self-directed learning and self-evaluation with our values of partnership and consensus has been particularly important. To accomplish this balance we have devised a model that leaves as much assessment of suitability in the hands of parents as possible, while also recognizing that in the final stage of the admissions process there needs to be a partnership agreement by both parents and the admissions committee that an applicant is well suited for the program/school. In this final stage the admissions committee *does not* have the right to deny an applicant admission but has the right to express any concern and have that concern discussed and worked through in co-operation with the parents until a partnership and consensual decision is reached. If consensus can not be reached one mediation/arbitration meeting has been proposed to resolve the issue. However, we feel it is unlikely such measure will need to be utilized.

II. Admissions and Our Program/School's Five Goals

This program/school has been established to attract parents (and their children) who are committed to supporting and achieving the five founding goals of this program/school. Establishing a match between these goals and prospective parents (and their children) is the central aim underlying our proposed admissions process. Therefore, potentially eligible children are those whose parents are committed to:

1) Being in active partnership with teachers.

- parents will contribute a minimum 15 hours a month to the program/school (e.g, in classroom, special events, committee work)
- teachers are responsible to facilitate parent involvement in delivering the curriculum
- the administrator will facilitate the relationship between teachers and parents and balance their commitment to the greater school with this program

2) Supporting the utilization of innovative teaching methods to deliver the Provincial Curriculum Guidelines including

- integrated, holistic learning
- individualized learning
- experiential learning e.g., learning through play
- recognizing multiple learning styles e.g., kinaesthetic, visual etc.
- blend structured teaching, learning centres and child-initiated study

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3) Building a strong sense of co-operation and community between families, children and the school/

- to implement a model of conflict resolution and anti-racist/anti-bullying programs
- to implement community building projects e.g., plant a tree, fundraising for food bands, open houses
- exposure to different culture experiences e.g., food customs, traditions and different groups in the community, such as seniors
- creating classrooms composed of multi-age groupings/family groupings.

4) Affirming the incorporation of global education and the values it represents across all subject areas in the school/program community including;

- fostering socially responsibility and environmental awareness so that children can be active citizens in their community at age/developmentally appropriate levels
- recycling, composting, garbage-less lunches, environmental audits
- celebrate international days e.g., Earth Day, World Food Day
- school wide units e.g., Black History Month

5) Supporting an appreciation of the arts and its integration across the program/school

- provide opportunities to explore art through field trips, class visitors, guest artists
- incorporate art forms into lesson plans (e.g., drama, dance, art journal, music)

to foster children's creativity, imagination and self-expression program

III. Admissions Procedure: Self-Selection & Partnership Process

Our proposed admissions process takes interested parents through a self-selecting process which allows them to determine whether they and their children are suited for this program/school. This self-selecting process is followed by a collaborative (partnership) dialogue between parent(s) and the admissions committee to decide whether there is a good fit between parents-child-program/school. The combination of these two processes (self-selection & partnership) has been chosen because it best reflects our values and goals. Specifically this admissions process supports:

- self-evaluation, self-responsibility and empowerment (based on giving parents clear and detailed information)
- community building and consensus decision-making
- a co-operative (i.e., consensual not competitive) atmosphere
- establishing partnership between families and the school

The 4 Stages of the Self-Selection and Partnership Process

The four stage process is designed to empower parents to become fully informed about whether this school fits the needs of their family. And once again, it is also a process that enables both parents and the admissions committee to jointly decide whether there is match between child/parent(s) and program/school.

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Table: 4 Stage Self-Selection and Partnership Process

Stage 1: Parent Information Night* estimated length: 2-3 hours end goal: to inform and give parents a clear description about the program/school * in year one this will include parents involved in establishing this program as well as parents in the school's catchment area. In year two this meeting would be a public-wide meeting	· detailed overview of program/school will be presented to parents (including school goals, volunteer requirements, how the school will run etc.) · informing parents that children who are more independent in their learning are those most likely to thrive in this program/school · outline what will make this program/school a success · informing parents on how our admission process works · advising parents of the extra commitment needed during the start-up school year · answering questions
Stage 2: Parent Participation Workshop Evening estimated workshop length: 2-3 hours end goal: provide parents with a hands-on experience of the program/school's learning and community environment	· allow parents to experience global education and the arts through innovative teaching methods via small group exercises · allow parents to experience how group process, conflict resolution and community building will be implemented in the school via small group exercises and discussion · answer questions

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	· hand out application packages for interested parents and announce date for applications to be handed in
Stage 4: Face to Face Information and Partnership Decision-Making Session estimated session time: 20-30 minutes end goal: to have parents and admissions committee* come to consensus on whether or not the applicant will attend the program/school if consensus is not reached: a special meeting will be arranged with outsider mediator/arbitrator to resolve conflict. * admissions committee will be composed of board representative and parents	· goal to meet, welcome and get to know parents more personally · opportunity for parents and admissions committee to ask any remaining questions and raise any concerns · opportunity to review completed application form together · engage in dialogue to reach a joint decision about applicant's suitability for program/school · if consensus is reached parents will be asked to sign up for involvement to prepare for September 2001 start-up date

IV. Procedure for Processing Applications

If there are more applications than spaces available the following procedure has been proposed. Priority has been set based on perceive early commitment to the project/school manifested by attending meeting and contacting the registrar to place their name on the "sign-up" list.

16-16

Table: Processing Applications: Order of Priority

1st - Parents who have attended one or more information meetings we have held since November 2000 (& followed self-selection process) rationale: · in attending meetings parents have shown interest, commitment and participation and we feel our admissions process should acknowledge the time and effort they have demonstrated · because parents came to our information nights we were able to show the school board there was real interest in the creation of this program/school	· the first applicants to be assessed will be those parents who have attended one or more of our parent information nights
2nd - Parents currently listed on our "sign-up list" (& followed self-selection process) rationale: · if parents have followed the self-selection process and have had their names on our "sign-up list" then we feel their applications should be processed next because they have indicated early interest in the program/school	· the admissions committee will next look at applications forms from applicants on the "sign-up list"
3rd New parents who followed self-selection process within the program/school's catchment area	· next we will process applications from "new" parents who have followed the self-selection process · these applications will be chosen by lottery based on available spaces, **however**, if there is a real imbalance in the ratio of boys:girls OR if the vast majority of parents can only give out-of-classroom time these issues which need to be addressed if the program/school is to be effective

#18

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

IAN D. THOMPSON TRUSTEE - WARD 13 (DUNDAS)

NOTICE OF MOTION – IAN D. THOMPSON

June 7, 2001

Madam Chair:

WHEREAS cigarette smoking causes about 30% of cancers in Canada (2000 Cdn Cancer Statistics)

WHEREAS cigarette smoking is the cause of over 80% of lung cancer cases. (2000 Cdn Cancer Statistics)

WHEREAS lung cancer is the leading cause of cancer deaths in men and women. (2000 Cdn Cancer Statistics)

WHEREAS tobacco causes over 40, 000 deaths per year in Canada. (2000 Cdn Cancer Statistics)

WHEREAS the legal age to purchase and smoke tobacco products is 19 years of age.

WHEREAS the majority of students in Hamilton-Wentworth District School Board are under the age of 19.

100 MAIN STREET WEST, P.O. BOX 2558 HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 628-0767 FAX: (905) 628-2407 E - MAIL: ithompso@hwdsb.on.ca

THEREFORE be it resolved that Hamilton-Wentworth District School Board amend its Smoke-Free Policy to read as follows:

Action

In the School Building and On School Property:

ALL Violations

The principal **MUST** suspend the student for three (3) days according to Operating Procedure SP-20 [Suspension of Pupil] (see Section 3.12 of the Drug Education Policy) and section 2.2.7, of the Drug Education Policy (re follow-up interventions).

Ian D. Thompson
Trustee, Ward 13 (Dundas)

10. Compliance – Disciplinary Actions for Violations of the Policy:

10.1 Staff Infractions

Interventions with respect to staff violations should be constructive in nature rather than confrontational, consistent with the Board's Progressive Discipline Policy and Procedures.

Staff violating the Smoke-Free Policy should be requested to stop the infraction and informed of the Policy as well as possible penalties associated with intervention of the no-smoking ban, as set out in the Tobacco Control Act.

Principals, managers and supervisors will follow *Steps, Section B. Formal Process*, as outlined in the Board's Progressive Discipline Procedures, in addressing violations of the Smoke-Free Policy.

10.2 Student Infractions

Section 3.4 Tobacco Usage of the Board's Drug Education Policy has been amended to prohibit students from smoking in all elementary, middle and secondary schools as well as at Board sites and on Board property.

The development of awareness programs for students and the provision of help through staff and peer counselling, for those who wish to stop smoking, are suggested means of encouraging positive student response in support of the Smoke-Free Policy and Section 3.4 Tobacco Usage of the Drug Education Policy.

The following are action steps to address student violations of the Drug Education (3.4 Tobacco Usage) and Smoke-Free policies:

In the school building:

Violation	Action
One	The principal shall suspend the student for three (3) days, according to Operating Procedure SP-20 [Suspension of Pupil] (see Section 3.12 of the Drug Education Policy) and section 2.2.7, of the Drug Education Policy (re follow-up interventions).

On school property:

Violation	Action
One	The Principal must advise the student to stop the infraction and advise or reaffirm the Board's Smoke-Free Policy and Tobacco Usage Policy on all Board property. Remind the student of penalties associated with contravention of the Tobacco Control Act. Suggest available smoking cessation resources available through school programs or locally.
Two	The Principal shall suspend the student for three (3) days, according to Operating Procedure SP-20 [Suspension of Pupil] (see Section 3.12 of the Drug Education Policy) and section 2.2.7, of the Drug Education Policy (re follow-up interventions).

#19

The Hamilton-Wentworth District School Board

M e m o

Signature: [signature]

Date: June 1/01

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources

Date: June 1, 2001

Re: **Staffing Report – Full-Time Equivalent Positions**

Recommended Action:

Moved by: _____

That the May, 2001 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of May, 2001.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

	2000 ACTUALS				2001 ACTUALS								2000/2001
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	Approved F.T.E.
Teachers - Elementary	2,011.30	2,073.70	2,073.70	2,073.70	2,073.70	2,074.70	2,074.70	2,074.70	2,074.90				2,075.00
Teachers - Secondary	1,243.34	1,243.34	1,243.34	1,243.34	1,243.34	1,225.14	1,225.14	1,225.14	1,225.14				1,247.00
Teacher Assistants	392.00	420.00	420.00	420.00	420.00	420.00	421.00	421.00	421.00				421.50
Professionals & Paraprofessionals	116.80	116.80	117.30	117.30	117.30	117.30	117.30	117.30	117.30				117.30
School Administration	411.93	411.93	411.93	411.93	411.93	411.93	411.93	411.93	411.93				410.93
Consultants & Special Assign Tchrs.	33.00	34.00	34.00	34.00	34.00	34.00	34.00	34.00	34.00				34.00
Board Administration & Governance	152.00	152.00	152.00	152.00	152.00	153.00	153.00	153.00	153.00				153.00
School Operations	481.75	481.75	481.75	481.75	481.75	481.75	481.75	481.75	481.75				480.88
Continuing Education	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87				4.87
Transportation	1.25	1.25	2.25	2.25	2.25	2.25	2.25	2.25	2.25				2.25
Total Full Time Equiv. Positions	**4,848.24**	**4,939.64**	**4,941.14**	**4,941.14**	**4,941.14**	**4,924.94**	**4,925.94**	**4,925.94**	**4,926.14**				**4,946.73**
Staff on Loan (recoverable)	15.38	16.38	16.38	16.38	16.38	16.23	16.23	16.23	16.23				

Prepared by Human Resources - June 1, 2001

URBAN
MUNICIPAL

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

CA3 ON HW W26
A33E
2001

SPECIAL MEETING OF THE EDUCATION COMMITTEE

Thursday, June 28, 2001

7:30 p.m.	**A G E N D A**	**7:30 p.m.**
1. Call to Order		E. Johnstone
2. Approval of Agenda		
ACTION ITEMS:		
3. Appropriate Dress Policy		P. Gillie
4. Report of the Special Education Advisory Committee		V. Wylson-Sher

#3

2001 06 28

Approved for distribution by the Director
Signature: M Matier
Date: June 22/01

TO: M. Matier, Director of Education
FROM: P. Gillie, Superintendent of Education - Safe Schools Portfolio
Safe Schools Committee
RE: Appropriate Dress Policy

RECOMMENDATIONS:

1. Moved by _____ that the proposed Appropriate Dress Policy be approved. (Appendix A)
2. Moved by _____ that during the 2001 - 2002 School Year each school review their current expectations for appropriate dress.
3. Moved by that _____ the decision making process for changing expectations for appropriate dress be developed in collaboration with the Assembly of School Councils.

RATIONALE:

1. The Safe Schools Act, 2000, section 302, (5) allows the Minister of Education to require district school boards to establish policies and guidelines respecting appropriate dress for pupils. In February, 2001 the Minister directed school boards to develop policies by June for implementation beginning in September 2001.

2. The proposed policy provides for each school to review expectations every three years and communicate them to students and parents annually. The upcoming school year would focus on raising the level of awareness of students and parents about appropriate dress expectations and the process for change in expectations.

3. The proposed policy was developed through input from schools and with reference to a model policy developed through OPSBA (Ontario Public School Boards Association). The Policy has been presented to J.A.C. and the suggested changes have been taken into account.

4. The policy provides the framework for schools to maintain appropriate dress expectations and to change expectations.

5. The policy provides for a consultation period to develop the process for making significant change in appropriate dress, that is in line with the recently approved Board policy for School Councils.

6. The policy is consistent with Our Commitment to the Community expectations for students in the following:

   - experience and contribute to a safe, secure and supportive learning environment
   - demonstrate respect for themselves and others
   - develop and demonstrate the skills, knowledge and attitudes to be contributing responsible members of society
   - be accountable for their actions

7. A Guideline is being developed to assist schools in general requirements, requirements relevant to elementary schools and secondary schools, and requirements relevant to specific learning situations eg. physical education.

ATTACHMENTS:

Appendix A	Draft Appropriate Dress Policy
Appendix B	Questions and Answers Released by the Ministry of Education
Appendix C	Sample Guideline

S-1 APPENDIX A

DRAFT

Policy No. 000
SCHOOL MANAGEMENT

APPROPRIATE DRESS

Date Approved: XXXXXXXX 2000 **Projected Review Date: 00/00**

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board to encourage students to take pride in their physical appearance and to support schools in their expectations of appropriate student dress when attending school and school functions.

Responsibility: Superintendent of Education

Changes from J.A.C. in ***bold italic***.

OPERATING PROCEDURES:

1. If there is interest ***at the school level in making a significant change in school expectations for appropriate dress or a formal dress code, including a uniform***, *the process established by the Board,* ***and developed in collaboration*** with the Assembly of School Councils must be followed.
2. Each school is required to develop and review expectations for appropriate student dress.
3. In the interest of safety, health, and good taste, appropriate student dress should be clean, neat and suited to the learning requirements and location of the learning.
4. Principals in consultation with school councils will review these expectations ***at a minimum***, every three years, and communicate them to parents and students on an annual basis.
5. Before a significant change is made in school expectations for appropriate dress or a formal dress code, including a uniform, is considered, School Councils must determine if there is an interest in studying any change.
6. If there is not sufficient interest, no further action will be taken during the school year.
7. The process must ensure that the following issues are considered:

    - affordability for families
    - consistency with the Charter of Rights and the Human Rights Code
    - expectations for student compliance
    - implementation timeframe
    - determination of majority support
    - implications for students in last three years of attending a school
    - implications for staff
    - consultation with students, parents and staff

8. The ***school*** administration is responsible to determine what dress is and is not appropriate student dress. Students may be removed from class if dress or appearance is inappropriate. If a student is unable to modify his/her dress, Parents will be called to bring proper ***dress***. Repeated failure to comply with school expectations for appropriate student dress will result in disciplinary consequences.
9. Appropriate dress requirements are in effect at all school activities and school sponsored activities.

AUTHORITY: Safe Schools Act , Section 302(5)
RESOURCES: Guideline for Appropriate Student Dress - Safe Schools Handbook

QUESTIONS AND ANSWERS RELEASED BY THE MINISTRY OF EDUCATION

APPROPRIATE DRESS POLICY FOR STUDENTS

Q. Why is the government providing direction to school boards in the development and implementation of their appropriate dress policies?

A. Through the *Safe Schools Act, 2000*, we have given Ontario school boards, in consultation with school councils, the responsibility for establishing a process that enables a majority of parents to decide on what an appropriate dress policy should be for their own schools.

The direction to school boards also identifies areas that should be included in every policy on appropriate dress, such as consistency with the Human Rights Code and the Charter of Rights and Freedoms (e.g. disability, religious beliefs).

We are providing parents in Ontario, through their school councils and in collaboration with school boards, the opportunity to decide on appropriate dress policies for students.

Q. Will 51% be considered a "majority of parents"?

A. The Ministry of Education will not be defining what constitutes a "majority of parents". School boards in consultation with parents through school councils will need to determine what constitutes a majority of parents.

Q. Can parents vote on a uniform for their school?

A. School boards are responsible for setting policies that include a decision-making process to enable a majority of parents, through their school councils, to decide on what an appropriate dress policy should be for their own schools. Parents may decide that the appropriate dress for their children is a uniform. Voting may be part of the decision-making process if school boards, in consultation, with their school councils determine it to be appropriate.

Q. Does an appropriate dress policy mean a uniform?

A. Not necessarily. Parents, by means of the process outlined in the school boards' appropriate dress policy, will be the ones to define what appropriate dress will mean. Appropriate dress, therefore, may or may not mean a uniform, depending on what is decided. For example, a majority of parents at some schools may decide that their appropriate dress policy will be a white shirt/blouse and dark blue pants/skirts.

Q. **How is this any different from what's in place now?**

A. Currently not all boards have appropriate dress policies in place. As of June 2001, all school boards in Ontario will be required to have policies in place that will need to address the elements that I have outlined in my memorandum to school boards. For example, all school board policies will have to be consistent with the Human Rights Code and the Charter of Rights and Freedoms, and include a decision-making process that would be used by all schools that will enable a majority of parents to set an appropriate dress policy.

Q. **Does this mean a student can be expelled for wearing something "inappropriate"?**

A. School boards in developing their policies should address such matters as compliance and consequences of non-compliance. School boards will develop their policies in consultation with parents through their school councils.

Q. **How does an appropriate dress policy help to restore respect and responsibility? How are kids' behaviour affected by what they're wearing?**

A. I have heard many good reasons for adopting a dress code. For example, a school uniform policy can reduce peer pressure with regard to designer clothing and it may help to decrease violence and theft among students over designer clothing. A dress code as casual as "no torn clothing" may help increase school pride as students take more care in the neatness of their appearance. A common style of dressing may also help school officials recognize intruders who come to the school.

Q. **How will the majority of parents determine an appropriate dress policy for their school?**

A. Parents will participate in a decision-making process that will be defined by school boards, in consultation with parents through their school councils. The process that school boards will use to do this may vary from board to board.

APPENDIX C

SAMPLE GUIDELINE FOR APPROPRIATE STUDENT DRESS

Why Appropriate Requirements

- **The Safe Schools Act and Ontario Schools Code of Conduct promote responsibility, respect, civility and academic excellence in a safe learning and teaching environment.**

- **Appropriate expectations for student dress insure that students and staff can learn and work in an environment that is safe and respectful.**

- **It is the policy of the Hamilton-Wentworth District School Board to encourage students to take pride in their physical appearance and to support schools in their expectations of appropriate student dress when attending school and school functions.**

- **It is a belief of the Hamilton-Wentworth District School Board that all individuals share the responsibility for a healthy and safe environment.**

DRAFT

GENERAL EXPECTATIONS:

- Students will come to school dressed clean, neat and where required with apparel suited to the learning requirements and location of the learning. (eg, physical education)
- Hats and sunglasses will be removed either upon entry to the school or at the coat storage area . (Religious garments excepted)
- Jackets and coats are to be removed prior to entry to the classroom or teaching area and stored in the designated area provided by the school
- Clothing that reveals underwear, navels or mid-driffs is not appropriate dress for the learning environment.
- No clothing, hats, or jewelry will be worn that bears:
  - Any sexual or racial comment
  - A suggestive or objectionable message
  - Any representation or an advertisement for alcohol, drugs or tobacco
  - Any representation of violence
- Circumstances requiring modifications to general expectations, will be communicated by the teacher in charge or by the Principal, as determined by the situation.
- Participation in some learning activities require that safety precautions are taken to protect against accident or injury. Appropriate dress requirements will be enforced for participation.

SAMPLE

Physical Education :

Students must wear appropriate clothing to participate safely in physical education classes. Running shoes are a minimum requirement. Shorts or sweat pants and t-shirt are examples of appropriate clothing. Some ill-fitting clothing, scarves, jewelry, hard-soled shoes and socks can inhibit movement and possibly cause injury during active movement. Where cultural dress presents a safety concern, modifications to the activity must be made. Each student's physical education clothing should be clearly marked with the student's name and class.

Hanging jewelry must not be worn. Jewelry which cannot be removed and which presents a safety concern (e.g. medical alert bracelet, religious/cultural) must be taped. Long hair must be secured so as to not block vision. Eyeglasses must be secured for some activities. If lenses are not shatterproof they may have to be removed, if vision permits, or the activity modified.

Technical Education, Science Education:

Appropriate dress requirements will be followed to guard against accident or injury while participating in certain activities in technological, science or other lessons that include the operation of dangerous equipment. This includes the wearing of protective equipment such as goggles, aprons, or securing long hair. Jewelry or pieces of clothing that could get caught in equipment will need to be removed or secured to avoid a mishap while participating in the lesson.

Elementary

Examples from schools to be inserted

Secondary

Examples from schools to be inserted

Explanation of Terms :

Appropriate Dress - attire that is neat, clean, suited to the learning task, and in keeping with a safe, respectful learning environment.

Safety Dress - requirements specified by regulation, guideline or directions for the safe operation of equipment or the safe participation in a physical activity

Uniform - identified by specific characteristics for school attire such as color, type of fabric, type of article of clothing

Storage Area - designated location for the storage of clothing that is not needed during the learning activity eg. coats, boots, street clothes . Lockers, coat rooms, shelves, cupboards are examples of storage areas

Communication:

Appropriate dress requirements should be provided to students and parents at the beginning of the school year or at school orientation sessions. Publishing of appropriate dress requirements in the School Newsletter, School Agenda/Planner, Website or posting in the school are all examples of communication.

Review:

During the communication of appropriate dress requirements some review may be necessary or take place. However, every three years, the Principal in consultation with students, parents and staff will review the appropriate dress requirements for the school. The process can include surveys, questionnaires, focus groups, committees. Before any significant change is made in school expectations the process established by the Board through the Assembly of School Councils must be used.

4. Appropriate Dress Policy

P. Gillie outlined the policy. She highlighted the following points:

- This is a framework to guide school councils re appropriate dress.
- Implementation of this policy will begin in the fall of 2001, with current policies to remain in place until that time.
- The policy is consistent with the principles in the Commitment to the Community.
- This is not a policy that directs the use of school uniforms.
- This is a policy that will be reviewed every three years.
- Before a school carries out a thorough process, a survey or poll will be taken to determine whether there is an interest in creating an appropriate dress policy in the school.

At this time, P. Gillie drew the members' attention to the recommendation to the Education Committee on June 7, 2001, that, for the upcoming school year, the starting point is to continue with the current dress policy in the school. Start with what we know and build an understanding with the community through the appropriate communication process.

Referring to Item Six, J. Bishop felt the wording needed clarity. She suggested amending the wording to read: "If there is an interest *at the school level in making a significant change in the school dress*, the process established by the Board, *in collaboration* with the Assembly of School Councils must be followed."

P. Gillie clarified that before an extensive process is carried out with respect to appropriate dress the School Council needs to determine if there is an interest. If so, the process established under the terms listed in Item Six would be followed.

M. McNabb felt the wording in Item Six should state: "....in consultation with" rather than "in collaboration with" as the Assembly of School Councils is an advisory body.

L. Orban noted that the coterminous board had made a decision to wear uniforms. She added she conducted a survey in her schools and the majority are happy with the current dress code; however, when asked if they would want uniforms the majority stated they would.

T. Christie asked whether any school within the Board did not have a School Council. M. Matier responded that all schools are required to have a school council; however, it is difficult to determine whether or not all schools conducted the required four meetings per year. He added that the school principal would encourage a School Council representative to attend an Assembly of School Council's meeting.

D. Wilson asked what constitutes an interest with respect to the Appropriate Dress Policy. P. Gillie responded that aspect is being left to the local school to determine.

N. Hughes felt that Item Six should be separated into two parts. The first part stating whether or not there is an interest at the school level, a process should be established, should be moved up in the policy. The second part should remain Item Six that states what the process is that should be followed.

M. Matier, speaking in support of the suggestion, stated that this shows the Board's responsibility up front and if the school shows an interest in changing the dress code then the process begins.

N. Hughes asked whether the review of the Appropriate Dress Policy every three years, was negotiable. For example, if the school had a new principal or new school council before the three- year term is over could the review be conducted sooner.

M. Matier noted that a middle school for example could have two thirds of the student population change and this could change the level of interest one way or another.

Referring to the review of the policy, J. Bishop suggested adding the statement "a minimum of three years" in order to provide some leeway.

P. Gillie agreed to this amendment.

M. McNabb noted that the word "school" should be added under Item Seven before the word administration. P. Gillie agreed to this amendment.

R. McGall reminded members that the Responsibility line refers to who is responsible for developing and maintaining the policy rather than who is responsible for implementing the policy.

J. Bishop suggested a sub-title should be considered for stating who is responsible for implementation of the policy, in order that this is clear. M. Matier agreed this could be looked at in the future for all policies. R. McGall added that, as a principal, he knows he is responsible for implementing policy.

R. Estok wondered how, for example, a co-op student on location with inappropriate jewellrey, would be addressed.

Referring to Item Two, P. Gillie noted it speaks to location of the learning environment. For example, if a co-op student was placed where there are certain dress requirements then the employer would make that decision.

Responding to a question as to whether or not this policy has implications for staff, P. Gillie responded that the direction on Safe Schools is for students and that is what is driving this Appropriate Dress Policy.

Responding to whether or not the word appearance should remain in the policy, P. Gillie stated that the material from the Ministry speaks in terms of "appropriate dress". Therefore, in order to be consistent with the wording, it would make sense to remain with the term "appropriate dress".

M. Matier clarified that the input from JAC tonight would be reported back to the Education Committee and they would decide whether or not to recommend that the policy come back to the Joint Advisory Committee again.

M. McNabb stressed the importance that each school has its own community and to allow for flexibility.

After some discussion on Item Six, the following motion was made:

It was moved by N. Hughes: That the Draft Appropriate Dress Policy be approved with the following amendments:

- Items One, Two and Four remain the same.
- Item Three – insert the phrase "a minimum of every three years", rather than "every three years".
- Item Six moved to the beginning of the Operating Procedures and amended to read: If there is interest *at the school level in making a significant change in school dress,* the process established by the Board *in collaboration with* the Assembly of School Councils must be followed....etc.
- Item Seven – read The "school" administration....; and the word attire be changed to "dress".
- The word "appearance" be removed from the Operating Procedures except in the Policy Statement.

CARRIED UNANIMOUSLY.

#4

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
JUNE 20, 2001

Moved by _____, seconded by _____: That the Report of the Special Education Advisory Committee dated June 20, 2001 be approved.

1. ISA Funding Process

It was moved by D. Marshall: That Special Education Services provide SEAC a report by schools (by type) which includes the numbers of ISA claims, Educational Assistants and special classes.

2. Special Education Plan

It was moved by B. Pupols: That the attached 2001-2002 Special Education Plan, with the addition of qualifying statements to the Philosophy of Special Education Programmes and Services and other recommended revisions, be approved for submission to the Ministry of Education.

NOTE: The Special Education Plan was attached to the June 20 SEAC agenda which all trustees received. The pages attached to this report represent the *changes SEAC made to the document.*
A copy of the complete Plan has been placed in the Trustees' Lounge.
However, if you would like a copy of the Plan for your perusal prior to the June 28 meeting, please let Ruth [Ext.2201] know as soon as possible.

4-1

SPECIAL EDUCATION PLAN

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

2001 - 2002

4-2

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THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

Philosophy of Special Education Programs and Services:

To this date the Board has been developing a philosophy of Special Education. Special Education programs and services in the Hamilton-Wentworth District School Board are to assist students to meet their potential through a delivery in an integrated manner with other support services. We are developing this policy through a number of documents which are a result of consultation with our S.E.A.C., our community, our schools and our families. The philosophy is DRAFT as the philosophical statement has not been finalized as yet.

Our resource documents for the development of philosophy are:

1. Commitment to our Community (APPENDIX N)

2. Strategic Directions (APPENDIX 0)

3. Developmental Review Committee's philosophical statement:

   "The learning needs of all students, wherever possible will be addressed within the home school Learners' needs will be determined and supported by a systematic flexible team approach that provides equitable access to available programs and services, on-going review and advocacy for learners."

4. Collection of thoughts developed to date:

- Special education services to educate a student in the regular classroom, when possible and in accordance with parental preference,
- Informed and involved partnerships with parents regarding the decision-making process,
- An education in the most enabling environment,
- A range of support and services for the whole child, ***including regular class, special class, and special day school options,***
- A focus on abilities,
- Effective early identification practices,
- Support at critical transition times,
- Programming that is based on and modified by the results of continuous assessment and evaluation, and
- Recognition that students learn at different rates, in different ways and at different times.

The Special Education Plan of the Hamilton-Wentworth District School Board has been developed to ensure compliance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and its Regulations.

Philosophy - DRAFT

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THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Minutes of the Meeting of the Board of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on May 24, 2001.

Those present:
Ray Mulholland, Chair
Judith Bishop, Vice-Chair
Wes Hicks
Eleanor Johnstone
Wayne Marston
Lillian Orban
Laura Peddle
Ian Thompson
Reg Woodworth
Aleksandra Nikolic, Student Trustee

Regrets:
Robert Barlow
Bruce Wallace

In attendance:
Merv Matier, Director of Education and Secretary
Ken Bain, Superintendent of Education
Elizabeth Bond, Superintendent of Education
Marguerite Botting, Superintendent of Instructional Services
Nora Campbell, Superintendent of Education
Krys Croxall, Superintendent of Education
Tony Cupido, Superintendent of Plant Services
Pat Gillie, Superintendent of Education
Don Grant, Superintendent of Finance and Treasurer
Wayne Joudrie, Superintendent of Education
Chuck Reid, Superintendent of Education
Jim Wibberley, Superintendent of Education

Also Present: Debbie Russon, Manager, Human Resources

The Chair called the meeting to order to 8:00 p.m. and began the meeting with the singing of O`Canada.

2. Public Question Period

Nil.

3. Approval of Minutes

RESOLUTION #01-101: It was moved by J. Bishop, seconded by I. Thompson: That the minutes of the April 17, April 19 and May 10, 2001 meetings be approved as distributed.
CARRIED UNANIMOUSLY.

4. Business Arising from the Minutes

Nil.

5. Approval of Agenda

Added:

•OPSBA re Tax Credit for Private Schools (motion for consideration)

CORRESPONDENCE

•St. Clair Catholic D.S.B. re allocation for textbook resources for Grade 11 (Education)

DISTRIBUTION

•OSPBA Fast Reports dated May 11 and May 18, 2001

•OPSBA –Proposed Amendments and Resolutions for AGM

RESOLUTION #01-102: It was moved by, seconded by: That the agenda be approved as amended.
CARRIED UNANIMOUSLY.

6. PRESENTATIONS

The Chair presented a certificate of recognition and appreciation to representatives from Sherwood Heights School for achieving Jade School Status under the SEEDS program.

D. Borsellino, Chair of the Hamilton Industrial Environmental Association (HIEA) and B. Stafford who each presented a cheque to the Board that made it possible for core City primary classes to spend a day in the out of doors at the Dave Brown Outdoor Education Centre. The Chair then presented each with a certificate of appreciation from the Board.
Championship plaques were subsequently presented to representatives from Highland Secondary School for their achievement at the local level and participating in the Provincial Environthon.

The Chair presented an Outstanding Achievement Award to Russ Weil, a teacher of 32 years and the driving force behind both music in our schools and jazz in our community. R. Weil won the Prime Minister's Award for Teaching Excellence.

The Chair presented an Outstanding Achievement Award to Trevor Chiasson, a teacher at Highview Elementary School. T. Chaisson was nominated by his students and then selected as Teacher of the Year in an annual contest sponsored by Scholar's Choice.

The Chair offered congratulations to the candidates of the Leadership 2 program on behalf of the Board and expressed appreciation for their commitment of time and effort beyond the scope of daily school and system activities. In presenting their certificates to them, he wished them well in their goals and thank the staff responsible for delivering the leadership program.

L. Orban noted that the Hamilton-Wentworth Home and School Association recognized Trustees Ray Mulholland and Judith Bishop for their leadership on behalf of students and granted them lifetime membership in the Association.

7. Rescinding Motions

RESOLUTION #01-103: It was moved by E. Johnstone, seconded by L. Orban: That the motions as listed from previous Personnel Reports be rescinded.
CARRIED UNANIMOUSLY.

8. Personnel Report

RESOLUTION #01-104: It was moved by E. Johnstone, seconded by L. Orban: That the Personnel Report dated May 24, 2001 be adopted and the recommendations contained therein be approved.
CARRIED UNANIMOUSLY.

9. In-camera Session Report

RESOLUTION #01-105: It was moved by W. Hicks, seconded by I. Thompson: That the Report of the Board in-camera session be adopted as follows:

C.-1 Personnel Matter
Motion as adopted.

C.-2 Personnel Matter
Motion as adopted.

C.-3 Report of the In-camera Session of the Business Committee
Motion as adopted.

C.-4 Elementary Principal and Elementary & Secondary Vice-Principal Eligible for Promotion List
It was moved by W. Hicks, seconded by I. Thompson: That the Report re Elementary Principal and Elementary and Secondary Vice-Principal Candidates Eligible for Promotion be received for information and the Elementary Principal and Elementary and Secondary Vice-Principal Eligible for Promotion List become the Approved for Promotion List.

C-5. Reports of the Salary Committee

(a) Dated May 10, 2001
It was moved by W. Hicks, seconded by E. Johnstone: That the following Report of the Salary Committee dated May10, 2001 be adopted:

1. Transportation Assistant
It was moved by W. Hicks: That the Board approve the establishment of one additional full-time equivalent position in Transportation Services.

2. PASS Terms and Conditions and Salary Protocol
It was moved by J. Bishop:

(a)That the Board approve the Terms and Conditions of Employment for Professional Administrative Support Services (PASS) employees effective September, 2001 as presented with the section to "on-call allowances" deleted.

(b)That, effective September 1, 2001, the Salary Goal for PASS employees in Grades 1 to 7 be amended to read:
The maximum salary that the Board will pay for fully competent performance is the sixtieth percentile (P60) for the equivalent evaluated job content as determined by reference to the Design Base Salary – All Industrial and Financial market survey data published by Hay Management Consultants.

(c) That the Board approve the following Salary Schedule for PASS employees in Grades Levels 1 to 7 effective September 1, 2001:

Grade	Year 0	Year 1	Year 2	Year 3
1	31,663	33,525	35,388	37,250
2	34,119	36,126	38,133	40,140
3	36,856	39,024	41,192	43,360
4	40,035	42,390	44,745	47,100
5	43,716	46,287	48,859	51,430
6	47,096	50,724	53,542	56,360
7	52,734	55,836	58,938	62,040

(b) Dated May 22, 2001

It was moved by W. Hicks, seconded by E. Johnstone: That the following Report of the Salary Committee dated May 22, 2001 be approved:

1. Managers' Terms and Conditions and Salary Protocol

It was moved by R. Woodworth:

(a) That the Board approve the Terms and Conditions of Employment for Managers as presented, effective September 1, 2001.

(b) That, effective September 1, 2001, the Salary Goal for Managers in Grade Levels 8 to 12 be amended to read:
The maximum salary that the Board is willing to pay for fully competent performance is the Average Salary plus $1,000 for the equivalent evaluated job context as determined by reference to the Design Base Salary – All Industrial and Financial market survey data published by Hay Management Consultants.

(c) That the Board approve the following Salary Schedule for Managers in Grade Levels 8 to 12 effective September 1, 2001:

Grade	Year 0	Year 1	Year 2	Year 3
8	57,707	61,101	64,496	67,890
9	63,963	67,725	71,488	75,250
10	71,213	75,402	79,591	83,780
11	79,535	84,213	88,892	93,570
12	89,140	94,383	99,627	104,870

2. OCTU Pay Equity Plan

It was moved by W. Hicks: That the Board approve the Pay Equity Plan negotiated with the Office, Clerical, Technical Bargaining Unit, OSSTF, of The Hamilton-Wentworth District School Board dated May 4, 2001.

3. Salary Protocol – Senior Officials

Moved by W. Marston: That the following Salary Protocol be approved for determining the salaries of the Senior Officials in The Hamilton-Wentworth District School Board:

Salary Protocol

(i) The salaries for the senior officials of the following comparator boards be reviewed twice each year:

Grand Erie, Halton, District of Niagara, Upper Grand and Waterloo.

(ii) The yearly reviews of the salaries take place
•once on October 1 (retroactive to September 1)
•once whenever the majority of the boards have agreed to Terms and Conditions for the particular year (retroactive to September 1).

(iii) The median salary of the above boards for their Senior Officials is calculated.

(iv) The Hamilton-Wentworth District School Board pays the salary to the Senior Officials equal to the median subject to overall affordability of the resulting compensation package and approval of the Board.

CARRIED UNANIMOUSLY.

10. Report of the Education Committee

RESOLUTION #01-106: It was moved by E. Johnstone, seconded by W. Marston: That the Report of the Education Committee dated May 3, 2001 be adopted as follows:

1. Principal/Vice-Principal Selection – Principal Competencies

It was moved by R. Woodworth: That the "draft" Principal/Vice-Principal Competencies replace the competencies currently used in the promotion process, and that they be forwarded to the Joint Advisory Committee.

2. Policy Against Harassment

It was moved by R. Woodworth: That the "Draft" Policy Against Harassment be forwarded to the Joint Advisory Committee.

3. APOLLO Program

(a) It was moved by R. Mulholland: That the APOLLO Alternative Education Program situated at Tweedsmuir School continue for the 2001-2002 academic school year.

(b) It was moved by R. Mulholland: That the APOLLO Alternative Education Program situated at Tweedsmuir School be included in the alternative education review taking place during the 2001-2002 academic school year.

4. Update – Antiracism and Ethnocultural Equity Policy

(a) It was moved by R. Woodworth: That the Board agree to establish a representative committee to develop an *Equity Policy* for The Hamilton-Wentworth District School Board.

(b) It was moved by R. Woodworth: That the 'Equity Policy Committee' consider the work of the 'Antiracism and Ethnocultural Equity Policy Steering Committee' when developing the *Equity Policy*.

5. Update on Psychological Services Review

It was moved by R. Woodworth: That the 'Update on Psychological Services Review' be received for information.

6. **Staffing Report – Full Time Equivalent Positions**

It was moved by R. Woodworth: That the April, 2001 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

CARRIED UNANIMOUSLY.

11. **Report of the Business Committee**

RESOLUTION #01-106: It was moved by L. Orban, seconded by I. Thompson: That the Report of the Meeting of the Business Committee dated May 10, 2001 be adopted as follows:

1. **2000/2001 Financial Report – March 31, 2001**

It was moved by W. Marston: That the 2000/2001 Financial Report – March 31, 2001 be received for information.

2. **Liquor License Request - Scott Park Secondary School**

It was moved by R. Barlow: That The Hamilton-Wentworth District School Board grant permission to the Scott Park Secondary school Reunion Committee to acquire a liquor license for a reunion for alumni to be held at Scott Park Secondary School, June 2, 2001.

3. **Interim Report of the Catchment Re-Definition Committee**

It was moved by J. Bishop: That the Interim Report of the Catchment Re-Definition Committee be received for information purposes.

4. Transportation Policy Review

It was moved by E. Johnstone: That the amendments to the Transportation Policy be approved as outlined in the Transportation Policy Review report dated May 10, 2001.

5. **Scott Park Child Care**

It was moved by J. Bishop: That conditional on the Umbrella Funding finding other funding elsewhere by June 30, 2001 The Hamilton-Wentworth District School Board will provide $5000 toward the relocation costs of Scott Park Child Care Centre.

L. Peddle asked that Clause 5 be voted on separately and E. Johnstone asked that Clause 2 be voted on separately.

To Clause 2, CARRIED. 8 in favour, 1 opposed.
To Clause 3, CARRIED. 5 in favour, 4 opposed.

To the rest of the report, CARRIED UNANIMOUSLY.

12. Board's strategic directions

M. Matier presented the report.

RESOLUTION #01-107: It was moved by E. Johnstone, seconded by L. Peddle: That the Seven Strategic Directions be approved as follows:

 # 1 -- PROGRAM

Destination

The Hamilton-Wentworth District School Board delivers quality programs that result in improved performance by all students.

Goals

- Establish, develop, deliver, support and review programs that improve achievement for all students.
- Annually identify and support areas of program focus.
- Identify and implement a variety of assessment tools and consistent methods of measurement that support our programs.

#2 -- HUMAN RESOURCES

Destination

The Hamilton-Wentworth District School Board is an exemplary employer.

Goals

- Actively recruit, hire and retain quality people.
- Provide staff development programs for the organization.
- Create structures and processes that provide incentive, recognition and accountability.

#3 -- RESOURCE ALLOCATION

Destination

The Hamilton-Wentworth District School Board effectively and efficiently deploys all its resources to address HWDSB priorities.

Goals

- Develop a policy for partnerships and resource acquisition.
- Develop a system plan that supports annual areas of focus.
- Develop tools for analysis and understanding of system needs and effectively allocating resources.

#4 -- RELATIONSHIPS

Destination

The Hamilton-Wentworth District School Board consistently operates in a trusting and respectful manner.

Goals

- Develop positive and nurturing relationships with our staff and community.
- Define roles and responsibilities within the system.
- Develop a culture of excellence committed to quality, high performance and professionalism.
- Develop mutually supportive links with community partners.

#5 -- COMMUNICATION

Destination

The Hamilton-Wentworth District School Board communicates clearly, consistently and appropriately.

Goals

- Develop, implement and review effective, multi-directional communication structures, processes and tools for communicating internally within the organization.
- Develop, implement and review effective, multi-directional communication structures, processes and tools for communicating with external communities.
- Incorporate a communication component in all strategic direction action plans.

#6 -- GOVERNANCE

Destination

The Hamilton-Wentworth District School Board consistently employs an exemplary model of governance.

Goals

- Regularly define, communicate and review the roles and responsibilities within The Hamilton-Wentworth District School Board.
- Establish a commonly understood framework for policy development, implementation and review.
- Create a policy that defines accountability measures for the performance of The Hamilton-Wentworth District School Board.

#7 – ACCOMMODATION

Destination

The Hamilton-Wentworth District School Board has well-placed buildings that fully meet student instructional needs and community usage.

Goals

- Create a set of physical and program standards.
- Establish a long-term accommodation plan.
- Apply the physical and program standards to create a facility renewal plan.
- Establish a regular process to review the inventory of schools.
- Provide fiscally responsible community use of our schools.

E. Johnstone thanked the system leaders for their work with the trustees on this project.

M. Matier responded to a question that, if the Board approves the motion, strategic directions action teams would be developing plans to achieve the goals. Subsequent reports on each direction will be presented to the Board through the appropriate standing committees.

J. Bishop supported the recommendation but expressed disappointment that the community or parents were not involved in the development, adding that such involvement would have helped to anchor this Board as the public board in the area.

L. Orban agreed with the latter comments but hoped these directions would be accepted by the public and communities as something the trustees have developed in concert with staff and the facilitator.

L. Peddle suggested that not only do these directions establish leadership from the trustees but they secure the trustees' role in monitoring the development. She asked what the timelines were for the reports back to the trustees.

M. Matier anticipated that by mid-late fall action plans for some of the strategic directions would be ready for presentation to the trustees.

To the motion, CARRIED, 8 in favour, 1 abstention.

13. Notice of Motion re City/Board Relations

It was moved by L. Orban, seconded by W. Marston: That The Hamilton-Wentworth District School board initiate discussion with the New City of Hamilton to establish a City/Board Relations Committee.

W. Marston believed this was a timely motion to enhance our relationship with the City and that it was important for the two levels to develop a common language.

Noting the motion aligned with two of the strategic directions just approved, L. Peddle questioned whether it was premature to the development of the action plans. She asked if the movers of the motion had entertained referring it to staff rather than the Board directing the creation of a committee.

L. Orban believed the terms of reference for the Committee could be developed; however, this was clearly establishing a partnership and an avenue to attain things through collaboration.

Noting that the Board officials have worked well with the City staff, W. Hicks hoped this motion did not create the impression that up until now there has not been a good working relationship with the City.

Believing this aligned perfectly with the Strategic Directions,

RESOLUTION #01-108: It was moved in amendment by L. Peddle, seconded by W. Hicks: That the following motion be referred to the Director's office:

It was moved by L. Orban, seconded by W. Marston: That The Hamilton-Wentworth District School board initiate discussion with the New City of Hamilton to establish a City/Board Relations Committee.

E. Johnstone spoke in support of the amendment preferring Senior Officials work out some of the details.

M. Matier believed that both issues being raised can be addressed. A City/Board Committee can be established and facilitated through the Strategic Directions relating to relationships. An action plan will then incorporate this aspect with the other partnerships.

L. Orban reiterated the motion initiates the discussion with the City to establishing a Committee.

The Chair noted that either through the amendment or the motion itself, this direction would be pursued.

To the amendment, CARRIED. 6 in favour, 3 opposed.

14. Notice of Motion re Templemead

It was moved by I. Thompson, seconded by E. Johnstone: That The Hamilton-Wentworth District School Board cease all present plans to allocate funds to the building of Templemead and redirect those funds to the urgent and high priority schools in our board.

I. Thompson emphasized that this motion is not intended to pit communities, wards or schools against each other as the intent is to direct the funds to address needs across all schools in the Board. He believed there are serious problems and credited T. Cupido for accomplishing what maintenance has been done considering the funds that are directed for this purpose. However, additional funds need to be generated for repairs. The motion is only delaying the building of the new school and is not intended to prevent it from ever being built.

E. Johnstone supported the motion as health and safety is the number one priority for the Board, adding that this a particular concern in the inner city schools.

T. Cupido responded to a question that some asbestos removal projects have been scheduled for Highland Secondary school this summer.

J. Bishop noted that one of the reasons for building the Templemead school was to be able to close some schools and stop transporting children, which would help with the funding. One of the reasons for closing schools was to consolidate into larger schools to have more money to address the needs. The Board has too many schools, which it cannot properly maintain – all schools have ventilation and water problems. She questioned whether the Board would need to rescind the motion to build Templemead if this motion was adopted.

The Chair ruled that this motion was on the floor and, if supported, the Board would have to consider whatever subsequent action was necessary.

T. Cupido confirmed for W. Hicks that the Board is mandated to address a number of health and safety concerns by regulations with which the Board makes every effort to comply.

W. Hicks offered that the third Whereas in the notice of motion was not correct.

[A. Nikolic arrived at 9:20 p.m.]

R. Woodworth suggested the Board needs to do both – build new schools and address schools that need repairs. He questioned whether the $7 million designated for Templemead could be realized to address maintenance needs.

D. Grant indicated that the severing of a portion of the property would generate about one-seventh of the proceeds necessary to build Templemead; the remainder of the funding is to be found through the disposal of surplus lands in the region.

I. Thompson reiterated the motion is only putting the building on hold. He pointed out that no date has been set for the opening and the students who will be attending the new school are

already being housed in schools. The money allocated for building the new school is needed to repair existing schools.

L. Orban agreed the Board needs millions of dollars. If the Board wants to attain quality schools, it should do so through school closures and not to the detriment the Templemead community who has waited 7 years for the new schools.

W. Marston suggested the Board confront the Harris government about the lack of funding for maintenance. He suggested that, whether or not it was the intent, the motion appears to pit one community against the other.

E. Johnstone emphasized the safety of the students is the number 1 priority and the Board should respect the schools in which the students are currently being housed.

L. Peddle agreed with the valid and logical arguments in this debate; however, there are other issues involved in not building the school:
•transportation – these children are currently being bussed to their schools and are not being housed in closeby schools
•relationships – this issue fits into the Strategic Directions and it would be a step backwards and unwise politically as the City Councilor is behind the new site plan
She added that the reality of the situation has to be balanced and the Board has to do as best it can with what little we have.

I. Thompson emphasized this was not intended to be a political issue. The repairs that need to be done are for safety reasons and should be top priority. He then asked for a recorded vote.

To the motion, LOST. 2 in favour, 6 opposed, 1 abstention
Those in favour: Trustees Thompson and Johnstone
Those opposed: Trustees Hicks, Peddle, Orban, Bishop, Mulholland and Marston
Those abstained: Trustee Woodworth

15. June Meeting of the Business Committee

RESOLUTION #01-109: It was moved by L. Orban, seconded by J. Bishop: That the June 14, 2001 Business Committee meeting be re-scheduled to Tuesday, June 19, 2001. CARRIED, 8 in favour, 1 opposed.

The Chair noted that the Budget Committee meeting will be scheduled that evening.

16. School Trips

RESOLUTION #01-110: It was moved by W. Marston, seconded by L. Orban: That the following school trip requests be approved:

a) **Highland Secondary School, Grades 9-12, Arts/History trip to Italy on March 6-16, 2003, inclusive.**
b) **Sherwood Secondary School, Grades 10-OAC, Sports/Arts/History trip to Czech Republic, Austria and Germany on March 7-16, 2002, inclusive;**
c) **Sir Allan MacNab Secondary School, Grades 10-OAC Language Students, Arts/History trip to Italy on March 7-16, 2002, inclusive;**

d) **Sir Allan MacNab Secondary School, Grades 11-OAC, History trip to Rome and Greece on March 8-16, 2002, inclusive.**

CARRIED UNANIMOUSLY.

17. Appointment of Student Trustee, 2001-2002

RESOLUTION #01-111: It was moved by E. Johnstone, seconded by J. Bishop: That Graham Hilgren, a student at Scott Park Secondary School, be appointed to the position of Student Trustee for the school year 2001-2002, in accordance with the Student Trustee Policy.
CARRIED UNANIMOUSLY.

18. Student Trustee Report

Nil.

19. Chairs Report

At the Chair's request, N. Campbell clarified what actually happened at Seneca School that resulted in unwarranted media coverage. She concluded that the Principal responded in an appropriate manner in supporting the teacher and the action taken met the approval of the parent who was in the school at the time.

J. Bishop reported that the Board's Appollo program was highlighted at Mohawk College and noted her pride to see our students working there on behalf of a program initiated by this Board.

20. Director's Report

M. Matier highlighted the following items:

•Council for Exceptional Children: Janice Tomlinson, Principal at Glenwood School, was awarded the Educator of the Year Award and Mark Zega, one of the Board's lawyers, was awarded the Presidents' Award for his contributions of time and legal advice to the Council.

•Crestmount Funeral Services has developed a program on death and the dangers of drinking and driving which they are making available at no cost to the schools.

•Hamilton Prayer Breakfast had strong representation from this Board and appreciation was expressed to John Forbeck, Principal at W. H. Ballard School for his leadership in assisting in the organization of the event.

•Hamilton Police Services – Chief's Student Advisory Committee has produced an educational pamphlet on the safe use of the internet

•Hamilton Student Crimestoppers – the program is in 18 secondary schools and a new student crimestoppers board was introduced on May 23. It is reassuring to see the leadership provided by our students in the area of safe school environments.

R. Mulholland offered congratulations to Kelly Hayes, President of the HWETL on receiving one of the Woman of the Year awards.

21. O.P.S.B.A. Report

R. Woodworth presented the report as attached to the agenda.

> **RESOLUTION #01-112: It was moved by R. Woodworth, seconded by W. Marston: That The Hamilton-Wentworth District School Board call on the Mike Harris government to hold full public hearings on the legislation to implement their tax credit/voucher scheme for private schools in order to provide an opportunity for the public to present their views on this unexpected and profound change in public policy.**
> **CARRIED.**

R. Woodworth drew the officials' attention to the serious traffic congestion problems at the entrance to Waterdown High School and A. A. Greenleaf School and the potential safety hazard for the elementary students in particular.

T. Cupido indicated that the traffic problems are more difficult than anticipated. Ongoing discussion are occurring with the Principals, staff at the YMCA and the City staff responsible for the by-laws in ensuring the proper signage is in place. It may become necessary to look at alternatives, i.e. limiting access or staggering the start-up times for the school day at the two schools. He assured the members that there is ongoing vigilance to keep this area safe.

L. Orban asked about the government's policy on dress code. P. Gillie noted she had attended a recent symposium sponsored by the Ministry of Education. That information is being considered along with the other developing directions regarding expulsions and suspensions with an anticipated date of September for bringing forward a report to the Board.

22. Notices of Motion

J. Bishop gave notice that she will move or cause to be moved at the next regular meeting of the Board or special meeting called for the purpose the following motion:

> **Whereas** the Hamilton-Wentworth District School Board is one of the largest employers in the new city of Hamilton;
> **Whereas** the HWDSB has adopted Human Resources as one of its strategic directions;
> **Whereas** a professional Human Resources department with qualified staff, and sufficient authority is necessary for good human-resource management;
> **Whereas** the Manager of Human resources and six other senior long-serving human resource staff have left, or are about to leave the Human Resources Department, and the succession planning for them is unknown;
> And
> **Whereas** five other members of the Human Resources Department staff have been on stress leave out of a total department of 20;
> **Be it resolved** that the HWDSB hire a Human Resources Consultant who will examine the functioning and structure of the present department, look at models employed elsewhere in the public sector, and bring for approval a model that will establish a well-functioning Human Resources Department with a plan for implementation by November, 2001.

I. Thompson gave notice that he will move or cause to be moved at the next regular meeting of the Board or special meeting called for the purpose the following motion:

Whereas the safety of all children on school trips is essential.
Whereas documentation is vital for each student on all trips outside Canada.
Whereas an emergency may occur while on foreign soil and immediate assistance is required.
Therefore, be it resolved that The Hamilton-Wentworth District School board amend its trip policy to read:
That all students who travel on an international trip, including the United States of America, must comply with the following:
All students through the principal smut register the following with either the Canadian Embassy or Canadian consulate of the said country:
1. Copy of Passport
2. Copy of Birth Certificate/Citizenship Papers
3. Next of kin, including address and phone number
4. Location and date of any school trip leaving or returning to Canada as well as full information such as carrier name, travel times and so on.

R. Mulholland drew attention to Debbie Russon's pending retirement at the end of this year and, noting that the loss of a leader can be devastating to the system, cited her outstanding contributions and work in negotiations for the Board.

23. CORRESPONDENCE

RESOLUTION #01-113: It was moved by, L. Orban, seconded by J. Bishop: That the following correspondence from be referred to the Education Committee:

- Greater Essex County D.S.B. re participation in the marking of provincial assessments
- Greater Essex County D.S.B. re concerns with mandatory criminal background checks
- Greater Essex County D.S.B. re trial version of the Ontario Secondary School Literacy Test

CARRIED.

RESOLUTION #01-114: It was moved by J. Bishop, seconded by L. Orban: That the following correspondence from be referred to the Business Committee:

- Greater Essex County and St. Clair Catholic D.S.B. re allocation for textbook resources for Grade 11

CARRIED.

RESOLUTION #01-115: It was moved by I. Thompson, seconded by E. Johnstone: That the following correspondence from be referred to administration:

- D. Atkinson, Chair, Highland School Council re heating and ventilation concerns

RESOLUTION #01-116: It was moved by L. Orban, seconded by W. Marston: That the following correspondence from be referred to administration:

C. and J. Whiting re response to safety hazard appeal

RESOLUTION #01-117: It was moved by W. Marston, seconded by J. Bishop: That the following correspondence from be received and filed:

- J. and A. Manchester re Lynden School Staffing

It was moved by R. Woodworth, seconded by E. Johnstone: That, since the catchment study for Lynden School has not been completed and since the Lynden enrolment has not changed,

be it resolved that the present Grade 1-5 staffing complement at Lynden School be maintained for the school year 2001-2002.

R. Woodworth pointed out that the school is going to lose one teacher next year which results in two three-grade split classes. Over the years, Lynden School has lost several students in its catchment area and one of the reasons has been the recurring study of Lynden School for closure. If these three-grade split classes remain for this coming school year, the school will lose more students as families on the fringe area will apply for enrolment in other schools. He noted that there are no other three grade splits in surrounding boards and the principal of Lynden School does not know how this will work as such an organization of classes has not been done before. The Ministry of Education has expressed surprise that the Board is organizing the school in such a way. In addition, the area parents interpret this direction as the Board degrading the school further.

I. Thompson agreed that three grade split classes were unacceptable as the learning environment would be too divided.

L. Peddle agreed the situation was unacceptable and recalled that was the reason for a recommendation to close the school. She suggested that, while it would be educationally and logically sound to move students to another school to receive proper education, the motion on the floor was reversing the logic that caused the school to be studied for closure.

M. Matier responded to a question that Lynden School was granted an additional teacher for the 2000-2001 school year over what was warranted. J. Bishop noted the school had been treated in a special way and the community assumed that special treatment would continue.

Recalling the Board has had cut in excess of 50 full time equivalent teachers, K. Bain responded to a further question that there are no excess teachers for the coming school year. He did not know how an additional staff member could be assigned to Lynden School without removing another teacher from another location.

J. Bishop noted other schools did not have the advantage this past school as Lynden School has. During the study for school closures, it was made clear to the communities involved that staffing could not continue for the coming school year as in the past, including administration and clerical support staff. There are communities within the Board's jurisdiction that would upset since they agreed to close their local schools. She stated she did not support the motion given the declining resources that have to be stretched across the schools. If Lynden School was given additional resources, something would have to be taken away from somewhere else.

Responding to I. Thompson's question, K. Bain was not aware of any school that would have a three grade split.

E. Johnstone believed the Board had to live with the decisions it has made and supported the motion as the school was asking for a one year extension to review their situation.

R. Woodworth stressed that small county schools cannot be compared with city schools and believed there seemed to be an attack in small rural schools. Not wanting to confuse the closure issue with the situation at the school, he believed the motion was best for the students going to

Lynden School for this coming school year. He suggested it is the rural schools that make this Board unique.

L. Peddle countered that the reality of the situation is simply a reminder that the decisions not to close schools and the logical outcome of those decisions.

Responding to a question, K. Bain recalled the principal made an appeal last year regarding the school's organization and it stood out as warranting the extra staff member that was available at that time. He clarified this was an administrative decision.

L. Orban stated she was not against rural schools but noted there was a reality to be acknowledged. The Board has had to cut back on staff and the changes facing Lynden School will be a challenge to the school to provide the best it can. This situation is not the Board's fault nor is the Board against rural schools.

R. Woodworth requested a recorded vote.

To the motion, LOST, 4 in favour, 4 opposed
Those in favour: Trustees Thompson, Johnstone, Marston and Woodworth.
Those opposed: Trustees Peddle, Orban, Bishop and Mulholland.
[W. Hicks not in the Board Room]

24. Distribution

- OSPBA Fast Reports, dated March 23 and April 6, 2001
- CSBA Board of Directors Meeting, March 18-19, 2001

25. Public Questions

Nil.

The meeting adjourned at 10:25 p.m.

Minutes of the Special Meeting of the Board of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on June 19, 2001.

Those present:
Ray Mulholland, Chair
Judith Bishop, Vice-Chair
Robert Barlow
Wes Hicks
Eleanor Johnstone
Wayne Marston
Lillian Orban
Laura Peddle
Ian Thompson
Bruce Wallace

Regrets:
Reg Woodworth

In attendance:
Merv Matier, Director of Education and Secretary
Don Grant, Superintendent of Business and Treasurer
Ken Bain, Superintendent of Education
Elizabeth Bond, Superintendent of Education
Marguerite Botting, Superintendent of Instructional Services
Nora Campbell, Superintendent of Education
Krys Croxall, Superintendent of Education
Tony Cupido, Superintendent of Plant Services
Pat Gillie, Superintendent of Education
Wayne Joudrie, Superintendent of Education
Chuck Reid, Superintendent of Education
Jim Wibberley, Superintendent of Education

The Chair called the meeting to order at 10:10 p.m.

2. Approval of the Agenda

Added item:
4. Personnel Recommendations

RESOLUTION # 01-118 : It was moved by B. Wallace, seconded by W. Hicks: That the agenda be approved as amended.
CARRIED.

3. Adoption of the Report of the Budget Committee

RESOLUTION #01-119: **It was moved by L. Orban, seconded by B. Wallace: That the following report of the Budget Committee dated June 19, 2001 be adopted:**

1. 2001/2002 Budget

It was moved by R. Mulholland: That the Board approve the 2001/2002 estimates of revenues and expenditures in the amount of $364,679,774 and that the Superintendent of Business and Treasurer be authorized to proceed with the expenditure of funds as detailed in the 2001/2002 Budget Booklet dated June 19, 2001.

At this time, I. Thompson urged trustees to vote the budget down and expressed frustration that the funding model was given to boards two months late and with insufficient funds to address system needs.

To the motion: **CARRIED, 8 in favour, 2 opposed.**
Trustees J. Bishop and I. Thompson asked to be recorded as having voted opposed.

4. Personnel Report

RESOLUTION #01-120: **It was moved by W. Marston, seconded by L. Orban: That the Personnel Report dated June 19, 2001 be adopted and the recommendations contained therein be approved.**
CARRIED.

The meeting then adjourned at 10:15 p.m.

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THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EDUCATION COMMITTEE
Thursday, September 6, 2001

7:00 p.m.	**A G E N D A**	**7:00 p.m.**
1.	Call to Order	E. Johnstone
2.	Approval of the minutes of June 7, 2001 and June 28, 2001	
3.	Business Arising from the Minutes	
4.	Approval of Agenda	

ACTION ITEMS:

5.	Revision to Ontario Curriculum Year-end Report 1999-2000: Monitoring Component	K. Croxall
6.	Web-style Guide	W. Joudrie
7.	Report on Westmount Secondary School	J. Wibberley
8.	Social Work Services Review	M. Botting
9.	S.E.A.C. Concerns Report	M. Botting
10.	Response to Delegation regarding Special Class Cuts	M. Botting
11.	Information Technology Year-End Report	W. Joudrie
12.	"Giving Kids A Chance" Program	R. Mulholland
13.	Alternative Program Decision-Making Protocol	C. Reid
14.	Staffing Report – Full Time Equivalent Positions	D. Grant

CORRESPONDENCE:

15. Greater Essex County D.S.B. re participation in the marking of provincial assessments
16. Greater Essex County D.S.B. re concerns with mandatory criminal background checks
17. Greater Essex County D.S.B. re trial version of the Ontario Secondary school Literacy Test

DISTRIBUTION:

Nil.

18. Public Questions for Clarification

Future Meetings:

Business Committee	September 13, 2001	7:00 p.m.
Special Education Advisory Committee	September 26, 2001	7:00 p.m.
Board	September 27, 2001	8:00 p.m.

MINUTES OF THE EDUCATION COMMITTEE
JUNE 7, 2001

Those present: Eleanor Johnstone (Chair), Judith Bishop, Robert Barlow, Wes Hicks, Lillian Orban, Laura Peddle (arrived at 7:09 p.m.), Ian Thompson, Bruce Wallace, Reg Woodworth and Ray Mulholland.

Regrets: Wayne Marston.

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services), K. Bain (Superintendent of Education – County West), E. Bond (Superintendent of Education – Secondary East), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

1. Call to Order

The Chair called the meeting to order at 7:03 p.m.

2. Approval of the Minutes of May 3, 2001

It was moved by B. Wallace: That the minutes of May 3, 2001 be approved.
CARRIED.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

It was moved by R. Barlow: That the agenda be approved.
CARRIED.

DELEGATIONS:

5. J. Manchester re Proposed Two Triple-Split Classes at Lynden School for September 2001

J. Manchester provided a brief background of the issue and then outlined the specific concerns of the parents at Lynden Public School relative to the two triple-split classes for September 2001.

The debate focused on teacher staffing shortage and program delivery to Lynden School students.

Noting the impact on boundaries and catchment areas,

> It was moved by R. Mulholland: That the delegation information regarding the Proposed Two Triple-Split Classes at Lynden School for September 2001 be referred to the Catchment Re-definition Committee.

Responding to L. Orban, K. Bain stated that not bussing the students who live in the Lynden catchment area to other schools could facilitate an additional teacher.

I. Thompson voiced his concern with the precedent from this referral.

To the motion, LOST, 5 IN FAVOUR, 5 OPPOSED.

It was moved by J. Bishop: That the delegation information re the Proposed Two Triple-Split Classes at Lynden School for September 2001 be referred to administration.

The members' comments were noted as follows:

- J. Bishop believed there are good reasons why students attend Lynden and felt the referral would not impede looking into school accommodation issues.
- R. Woodworth concluded the proposed triple-split classes will result in undue stress for students and teaching staff, stressing it is physically impossible to meet the needs of the students in this circumstance. If the motion is passed, he encouraged administration to consider a strong stand against students transferring to other schools to protect the school's enrolment.
- L. Orban suggested a literacy focus program for Lynden could provide better opportunities for the students.

Responding to questions, K. Bain offered the following clarifications:

- Although there has been no feedback from the teacher federation about the issue, one of the teachers at Lynden School has requested a transfer.
- School principals have exerted considerable efforts in ensuring the accuracy of enrolment projections.

To the motion, LOST, 5 IN FAVOR, 5 OPPOSED.

It was moved by R. Woodworth: That a .8 teacher be added to Lynden School for Grades 1 to 5.

Emphasizing the declining resources across the school system, particularly the recent cuts to special education, J. Bishop voiced her concerns with the special treatment this motion would accord this school.

To the motion, LOST, 5 IN FAVOUR, 5 OPPOSED.

At the end of the discussion, the Chair did not accept L. Peddle's motion that the proposed staffing complement based on the approved formula for Lynden School be in place.

6. Janis Criger re Recent Cuts to Special Education Programs

The presenters, headed by J. Criger, reviewed the salient details of their brief and then drew the members' attention to the Action Request on Page 6-3.

In response to R. Barlow's query, J. Criger affirmed the efforts of concerned parents in lobbying on the issue up to the Ministry of Education level.

L. Orban noted the continuing efforts of the Board to meet the students' needs.

Expressing appreciation for the presentation,

It was moved by B. Wallace: That the delegation information regarding the recent cuts to Special Education Programs be referred to administration.

J. Criger affirmed for L. Peddle the parents' awareness of the Board-approved strategic directions. However, they felt these strategies were very general and parents want to see more transparency built into policy/guidelines.

J. Bishop requested the officials bring back the report in September. Noting there was not enough parental input on the recent changes to special education, she emphasized that parents would like to be assured of the Board's commitment and future direction, particularly on the gifted programming.

B. Wallace accepted J. Bishop's request as friendly amendment to his referral motion.

On behalf of the committee, E. Johnstone thanked the presenters.

I. Thompson called the question and it was **CARRIED**.

To the motion, **CARRIED, 9 IN FAVOR, 1 ABSTAINED**.

ACTION ITEMS:

7. Principal/Vice-Principal Competencies

N. Campbell noted this document was considered and endorsed by Joint Advisory Committee without any recommended changes.

> **It was moved by L. Orban: That the "draft" Principal/Vice-Principal Competencies replace the competencies currently used, and that they be approved.**
> **CARRIED, 9 IN FAVOR, 1 ABSTAINED.**

8. Policy Against Harassment

N. Campbell drew attention to the changes (bolded) recommended by the Joint Advisory Committee.

> **It was moved by R. Woodworth: That the Policy Against Harassment be approved as recommended by the Joint Advisory Committee and Executive Council.**
> **Policy Statement:**
> **It is the policy of The Hamilton-Wentworth District School Board to create and maintain an environment where every person who is an employee has the right to freedom from harassment as defined by the Ontario Human Rights Code.**
> **CARRIED, 8 IN FAVOUR, 1 OPPOSED, 1 ABSTAINED.**

9. Appropriate Dress Policy

P. Gillie reviewed the report.

> **It was moved by B. Wallace:**
>
> (a) **That the proposed Appropriate Dress Policy be presented to the Joint Advisory Committee. (Appendix A)**
> (b) **That during the 2001-2002 School Year each school review their current expectations for appropriate dress.**
> (c) **That the decision-making process for changing expectations for appropriate dress be developed through the Assembly of School Councils.**

Responding to L. Orban's question, P. Gillie stated the policy is designed as a framework providing the schools with procedures and guidelines for determining what should be the appropriate dress for the school. This policy will enable each school to review expectations every three years and provide feedback to students and parents. In terms of process, work will commence at the school level based on previous policies and aligned with the overall Board policy.

P. Gillie emphasized schools should determine if there is interest and what the expectations are from the community before an extensive process begins.

I. Thompson asked if the Board's solicitor should be consulted with regard to the policy being consistent with the Human Rights Code and the Charter of Rights and Freedoms, particularly on what

constitutes "good taste and appropriate dress" in the classroom. He felt the wide diversity across the system and the financial/economic standing of the students should be considered closely.

P. Gillie noted for R. Barlow that the Ministry has given individual schools leeway to define, in consultation with School Councils, what constitutes a "majority of parents".

Responding to a further question from R. Barlow, P. Gillie emphasized that the Board will establish the process which will allow schools to develop an Appropriate Dress Policy for their own schools. She noted further that School Councils could recommend extensive review/changes to the policy as required.

R. Woodworth called the question and it was **CARRIED**.

To the motion, **CARRIED, 9 IN FAVOUR, 1 OPPOSED**.

10. Review of French Immersion

K. Croxall presented the report, noting that the Steering Committee has no trustee representation to date.

It was moved by R. Barlow: That The Hamilton-Wentworth District School Board review French Immersion within the Board with the following mandate:
The review will recommend alternatives for dealing with the following challenges to the French Immersion program in the Board:

- **serious declining enrolment in some French Immersion elementary and secondary schools;**
- **gradual incremental declining enrolment in the French Immersion program system-wide;**
- **program issues in French Immersion as a result of elementary and secondary curriculum change (the Ontario Curriculum);**
- **school administration and organizational issues (i.e. single or dual track schools, etc.); and**
- **resource allocation issues including the recruitment and retention of qualified staff and the funding available through the Ministry's Language Grant.**

1.1 The French Immersion Advisory Committee will act as the Steering Committee for two work groups, one for Accommodation and the other for Program. Composition of the work groups shall be as follows:

Accommodation Work Group
1 secondary administrator
1 elementary administrator
1 secondary teacher
1 elementary teacher
a maximum of 3 parents (School Council and Home and School) – at least 1 elementary and 1 secondary
Manager of Accommodation and Planning

Program Work Group
1 secondary administrator
1 elementary administrator
1 secondary teacher
1 elementary teacher
a maximum of 3 parents (School Council and Home and School) – at least 1 elementary and 1 secondary

The membership of the Work Groups shall not be the same as the membership of the Steering Committee. The Ontario Curriculum Consultant with responsibilities for French Immersion shall act in an advisory capacity to the Work Groups.

1.2 The draft report of the Working Groups will be forwarded to all French Immersion schools for input from the School Council and the French Immersion Home and School representatives.

1.3 The final report of the Steering Committee (the French Immersion Advisory Committee) will be forwarded to the Education Committee of the Board by January 2002.

CARRIED, 9 IN FAVOUR, 1 ABSTAINED.

11. Report of the Early Learning Advisory Committee

C. Reid provided an overview and then called on L. Howarth, Early Childhood Education Consultant, to review the report.

It was moved by R. Mulholland:

(a) **That the Board direct the Early Learning Advisory Committee to review and develop a Board-wide philosophy which demonstrates a belief and commitment to Early Years programs in The Hamilton-Wentworth District School Board.**

(b) **That the Board direct the Early Learning Advisory Committee to review and develop a strategy to address increasing resources dedicated to Early Learning. The strategy should complement the Board's strategic directions and be aligned with internal and external support services.**

Noting he was not supportive of all-day programming in the long run, R. Mulholland requested a closer review of the issue.

With respect to standards for equipment and materials (Page 11-4), C. Reid clarified for L. Orban the intent here was not to discourage school fundraising for essential equipment. The report conveys to the community that fundraising should not be an expectation.

In supporting the recommendations, J. Bishop lauded the committee's hard work and dedication, anticipating this will result in quality programming for our board.

To the motion, **CARRIED, 9 IN FAVOUR, 1 ABSTAINED**.

12. Removal of Mid-Day Transportation on Kindergarten Delivery Model

C. Reid presented the report, noting Board approval in April 2000 of the removal of mid-day transportation for kindergarten students effective September 2001. He stated further that with the recommended action, the focus is providing consistency and discretion in the delivery of kindergarten programming across the system.

It is moved by R. Barlow: That the Board supports two program delivery models for Kindergarten students: (1) half-day every day, and (2) full-day alternate day.

- **a school may provide both a half-day every day program and a full-day alternative day program when sufficient space and student numbers exist.**
- **in schools where 80% or more of the students are transported, and sufficient space and student numbers do not support the provision of both delivery models, then a full-day alternate day program will be provided.**

- **where 20% or less of the student population is transported, and space cannot support both delivery models, parents of Kindergarten students will be surveyed (the decision of 85% of the surveyed respondents will determine the model of delivery.**
- **there is an understanding that mid-day transportation for Kindergarten students will not be provided by the Board.**

In reply to L. Orban, C. Reid explained that parents preferring the half-day programming will be obligated to transport their children to school; another option is home schooling.

Further clarifications were offered as follows:

- The working group responsible for this issue deemed that the 80% student population required for the provision of full-day alternate day program will provide better understanding and clarity for the schools and parents.
- If there is impact on courtesy transportation, student eligibility will be reviewed.
- Site-based decisions may be required in some cases at the school level.

At this point in the meeting, J. Bishop assumed the Chair when E. Johnstone left the room.

E. Johnstone resumed the Chair.

To the motion, **CARRIED, 7 IN FAVOUR, 2 OPPOSED, 1 ABSTAINED.**

13. Interim Report of the Continuing Education Review Committee

E. Bond reviewed the report.

> **It was moved by R. Woodworth: That the Interim Report of the Continuing Education Review Committee be received for information.**
> **CARRIED, 9 IN FAVOUR, 1 ABSTAINED.**

14. Continuing Education 1999-2000, Program and Financial Year End Report

E. Bond introduced the report and then called on D. McIsaac, Principal of Adult and Continuing Education, and I. Polidori, Manager of Finance, to review the salient details.
D. McIsaac gave an overview of Continuing Education and program descriptions/locations.

I. Polidori reviewed the details of the financial summary on Page 14-17.

> **It was moved by R. Mulholland: That the Continuing Education 1999-2000 Program and Financial Year End Report be received for information.**

In terms of future cost reduction strategies, D. McIsaac advised J. Bishop that the blending of ESL and LINC programs will result in major revisions to Continuing Education. The Ministry grant for this has been extended from 12 to 18 months with negotiations for space completed.

J. Bishop voiced her anticipation for a further review of the program with some recommendations.

To the motion, **CARRIED**.

15. Psychological Services Review – Part A

M. Botting provided an overview and then called on C. Gudas-Murphy, Acting Supervisor of Psychological Services, who reviewed the report.

It was moved by B. Wallace: That the Psychological Services Review - Part A be received for information.

M. Botting explained to J. Bishop that this Part A report fulfilled administration's commitment to the Board to bring back further information. Any report which impacts on school programming is presented to her department's Principals Advisory Committee for input. M. Botting added there is still much work to be done, particularly the need for further collaboration with other stakeholders. She anticipates bringing back the complete report in the near future.

With regard to the proposed Model 3, M. Botting clarified that, in addition to staffing, there are other costs requiring further review.

In reaction to L. Peddle's question, C. Gudas-Murphy explained that the "prevention" aspect for Model 3 should be interpreted as a matter of looking at broad initiatives which address the needs of many individuals at one time, e.g. "what prevents students from attaining certain standards and how does Psychological Services address this?". There are 2 levels involved in this process - primary (anticipating problems early on) and finding solutions through various initiatives.

L. Peddle observed that the whole process may sound good but could require considerable advertising costs. She considered this a very extensive goal and was amazed that only three staff will tackle the job. Considering the proposed program delivery a tremendous paradigm and not the answer to the current concerns, L. Peddle thought Model 4 would be a better option.

C. Gudas-Murphy clarified that concerns are addressed not as absolute but more or less transitional with more emphasis on school-based issues. She acknowledged that the needed change could not be effected overnight but staff feel strongly that the move to the prevention model will be the next step. In terms of best practices, the focus will be looking at larger issues, particularly accommodating a greater number of students.

Expressing her concerns with Model 3, L. Orban would like to see a focus on assessment, specifically the students' basic needs

R. Barlow called the question and it was **CARRIED**.

To the motion, **CARRIED, 9 IN FAVOUR, 1 OPPOSED**. (L. Orban asked to be recorded as opposed to the motion.)

16. H.O.M.E. Alternative Program Proposal (Home Opportunities for Modern Education)

In presenting the report, C. Reid noted the proposed program concept has not been brought to School Councils for input/support. He added that, if there will be more students than the available space, a lottery system would be employed.

Believing the Board should be involved with this type of programming to meet the needs of student,

It was moved by R. Woodworth: That the H.O.M.E. Alternative Program be established by the Board as a three-year pilot project beginning September 2001.

In response to I. Thompson, C. Reid noted the parents believed that partnership with our board will provide a stronger programming and higher degree of parent involvement in the curriculum. Compared to regular schooling, the proposed program provides more parental involvement and creation of a model that does exist -- school classroom emulation. He noted further that parents will be required to devote fifteen hours a month to this program.

When L. Orban asked why the group did not come to the Board as a delegation, C. Reid explained that he had suggested two options: present the proposal as a delegation or approach a member of the administration team who would present the concept to Executive Council and then to the Board. The group agreed with the second option.

In reaction to L. Orban's concern that due process was not followed in considering the issue, C. Reid emphasized his intent was not to supersede the Board's process. Recalling he discussed this with the area trustee, C. Reid believed he followed the appropriate process.

The Director advised he has assigned Community Partnerships to C. Reid's portfolio and reminded the Board has recognized this as part of its Strategic Directions. He added there have been a number of groups who contact C. Reid about partnership issues and it is his responsibility to look into these and bring to the attention of Executive Council.

L. Orban maintained the trustees should have been provided information earlier on with an opportunity to ask questions and provide input.

Voicing his support for the motion, B. Wallace said it is important for our board to give accommodation to the needs of the students. If we can legislate the fifteen-hour commitment from the parents, he felt this will be beneficial for the students.

Although he was supportive of the proposed program concept, R. Barlow was likewise concerned with the lack of information/documentation. Wondering if an agreement between parents and the admission committee should be clearly defined in the report, R. Barlow stressed this program should be tailored to the needs of the community, suggesting its impact on The Hamilton-Wentworth Catholic Separate School Board be considered.

Referring to the Impact Summary (Page 16-3), L. Peddle suggested this should show the revenue the Board will receive from each student in order that, from a business perspective, we have a basic rationale – a good reason to proceed with this program.

C. Reid indicated that the General Operating Grants will cover the cost of this program, noting this will be a positive piece to the schools as they will benefit from additional staff and resources. He affirmed there may be some money to be gained from this but this has not been ascertained at this time.

J. Bishop endorsed the pilot project, affirming this type of program has been established in several school boards for many years. As a trustee, she saw her role as facilitating the parents' request for this programming. Convinced that our board can develop an exemplary program in terms of home schooling, J. Bishop emphasized that the diversity of parents' needs should be recognized through offering a variety of programs.

W. Hicks shared the other members' concern that due process was not followed, noting the possible negative public perception on approving this pilot in June for September timeline involved only one area. Although he acknowledged administration's rationale, W. Hicks believed that there was a public relations issue with this project, stressing the need for the opportunity for input/feedback from all school councils and the community.

The Director commented this was a "catch 22" for administration, noting he was concerned with bringing the issue to the public without presenting this first to the Board. He stressed that the report was brought before the members for their input and decision on the appropriate course of action.

Voicing his concern with the lack of information about the pilot project, R. Mulholland suggested a committee be struck to study this proposed program concept which encompassed a very broad issue – alternative education, choices, etc.

At this point, B. Wallace called the question and it was LOST, 2 IN FAVOUR, 8 OPPOSED.

In reply to I. Thompson, C. Reid said the enrolment at G. R. Allan School as of March 31, 2001 was 348.5, noting he did not have the exact school capacity figure. J. Bishop recalled that in 1999, the school had 66.7% capacity.

When R. Barlow expressed concern with students going into Grade 2, C. Reid assured members that this pilot will be assessed annually with a report to the Board to enable trustees to consider and decide on continued support. He further noted there are a number of students requesting a September 2001 timeline for this program.

R. Woodworth reminded members that this program concept has been around for a number of years and is continuing to work well in other school boards.

J. Bishop assumed the Chair to permit E. Johnstone to speak on the issue.

Expressing her support, E. Johnstone believed the Board should be proactive on this pilot. She then resumed the Chair.

L. Orban stressed her reservations, noting her wish to consider the proposal closely, particularly its implications in terms of transportation, school boundaries and accommodation.

To the motion, LOST, 5 IN FAVOUR, 5 OPPOSED.

Adjournment

It was moved by B. Wallace: That the meeting adjourned, this being done at 10:55 p.m.

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MINUTES OF THE SPECIAL MEETING OF THE EDUCATION COMMITTEE
JUNE 28, 2001

Those present: Eleanor Johnstone (Chair), Judith Bishop, Robert Barlow, Wes Hicks, Wayne Marston, Lillian Orban, Laura Peddle, Ian Thompson, Bruce Wallace, Reg Woodworth and Ray Mulholland.

In attendance: M. Matier (Director of Education and Secretary), M. Botting, Superintendent of Instructional Services, K. Bain (Superintendent of Education – County West), N. Campbell (Superintendent of Education – Secondary East), K. Croxall (Superintendent of Education – County East), T. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and J. Wibberley (Superintendent of Education – Secondary West).

1. Call to Order
E. Johnstone called the meeting to order at 7:30 p.m.

2. Approval of Agenda
Added item:
- Update on vocational programs – L. Orban

It was moved by L. Orban: That the agenda be approved as amended.
CARRIED.

ACTION ITEMS:
3. Appropriate Dress Policy
P. Gillie presented the report.

It was moved by B. Wallace:

(a) **That the proposed Appropriate Dress Policy be approved.**

(b) **That during the 2001-2002 School Year each school review their current expectations for appropriate dress.**

(c) **That the decision-making process for changing expectations for appropriate dress be developed through the Assembly of School Councils.**

P. Gillie responded to a question that consideration would be given to the Charter of Rights and Human Rights Code as the schools work through the process for making a change at their school.

To the motion, CARRIED. 8 in favour, 2 opposed.

4. Report of the Special Education Advisory Committee

J. Bishop presented the report, noting that the Chair of the Committee was not able to be presented at this meeting.

It was moved by J. Bishop: That the following report of the Special Education Advisory Committee dated June 20, 2001 be approved:

1. ISA Funding Process

It was moved by D. Marshall: That Special Education Services provide SEAC a report by schools (by type) which includes the numbers of ISA claims, Educational Assistants and special classes.

2. Special Education Plan

It was moved by B. Pupols: That the attached 2001-2002 Special Education Plan, with the addition of qualifying statements to the Philosophy of Special Education Programmes and Services and other recommended revisions, be approved for submission to the Ministry of Education.

M. Botting responded to questions from L. Orban regarding the delivery of special education that allocation of educational assistants for the coming school year has been done and the information forwarded to the schools. She added there has not been any reduction in the number of educational assistants.

To the motion, CARRIED UNANIMOUSLY.

5. Update on Vocational Programs

L. Orban advised of her interest in reviewing vocational programs, particularly in light of secondary school reform. She asked if a Committee would be struck for this and how it would go about conducting the review.

E. Bond responded that this is one of the secondary school reform committees that will be reconstituted in the fall. The plan is to review the vision statement that was presented to the Board in 2000. A mandate for the committee will be developed and brought back to the Education Committee with timelines. She concurred that trustees could be involved on the Committee if they wished.

It was moved by B. Wallace: That the meeting be adjourned, this being done at 7:45 p.m.
CARRIED.

#5

The Hamilton-Wentworth District School Board

MEMORANDUM

Signature: _____

Date: 31/05/01

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Education
Date: August 23, 2001
Re: ***Revision to Ontario Curriculum Year-end Report 1999-2000: Monitoring Component***

Recommended Action:

Moved by _____ that The Hamilton-Wentworth District School Board approve modifications required for the monitoring component/curriculum review cycle for implementation of the Ontario Curriculum as outlined previously in the *Ontario Curriculum 1999-2000 Year-end Report.*

In the *Ontario Curriculum 1999-2000 Year-end Report* the monitoring component proposed the following review cycle:

2000-2001	The Ontario Curriculum Team will be reporting on the Physical Education survey and conducting a review of implementation in the area of Mathematics, particularly related to the Hamilton-Wentworth Peel Numeracy project which has entered the final phase of the development stage.
2001-2002	A review of implementation in Science and Technology and a report on the state of Music in our elementary schools as a follow-up to the survey and Board recommendations of last year (1999) will be undertaken.
2002-2003	A review of Language implementation, with a particular focus on early literacy initiatives, will take place.

During 2000-2001 the Ontario Curriculum Team did report on Physical Education and did do a survey on the Hamilton-Wentworth Peel Numeracy Project implementation. A report on this Mathematics survey will be presented during the 2001-2002 school year after the data is collated and analyzed. The exact time at which this report can be presented is unsure, as the Ontario Curriculum Department has undergone reorganization due to a number of factors. First, the team has been reduced from a complement of ten to a complement of eight. Second, the focus of the team, in line with Strategic Directions planning, has become literacy and the majority of consultant time will be directed to this area. Third, due to retirement and leaves, the department has undergone a fairly large personnel change and there still needs to be an additional appointment for an acting position.

The plan for the 2001-2002 school year was to see monitoring and review processes for Science and Technology and Music. Given the new directions for the Board and the changes for the department, these reviews cannot realistically take place as planned. Furthermore the proposed subject area for 2002-2003, Language will become the focus of activity for the upcoming school year.

The selection of Literacy as a focus for the Board during the 2001-2002 school year will see a renewed effort in all schools to improve student achievement in reading. The EQAO target for this area is an increase of 3% in terms of the number of students meeting Level 3 and 4 standards in the 2002 testing. This focus matches well with the Ministry's new Early Reading Strategy initiatives.

As the Strategic Plan Action Plan for program is being developed during the first part of the upcoming year, long-range planning for the Ontario Curriculum Department must await that blueprint. In the meantime, the energies of the team will be directed to literacy, particularly reading. The other subject areas of the curriculum as well as Assessment and Evaluation, will not receive the depth of support that they have enjoyed over the past few years; however, each area will be assigned to one of the consultants and special assignment teachers as a secondary emphasis. Initiatives in these areas will be accommodated only to the point that time and resources allow given the major emphasis on literacy. The attached Ontario Curriculum Directions Chart details the areas that will continue to be supported, albeit in a reduced manner.

Since the Board received the initial monitoring component of the Ontario Curriculum report for information in 2000, changes to this plan in conjunction with the *Ontario Curriculum Year-End Report 2000-2001* have been presented for the Board's further information and approval.

ONTARIO CURRICULUM DIRECTIONS

Ontario Curriculum Documents	Major Initiatives 1998 - 1999	Major Initiatives 1999 - 2000	Major Initiatives 2000 - 2001	Major Initiatives 2001 - 2002
Language	✓ partial implementation	✓ partial implementation ✓ HWDSB Oral Communications Festival →	✓ partial implementation ✓ *Writing Exemplars 1999* - partial implementation → ✓ *Reading Exemplars 2000* -awareness and beginning implementation → ✓ *Literacy Guidelines 2000* → ✓ K-3 awareness and beginning implementation ✓ 4-6 / 7-8 development *Reading Strategies* → ✓ *First Steps pilot* ✓ *DRA pilot* ✓ *SOAR to Success (see Supports below) pilot* ✓ HWDSB Oral Communications Festival expanded →	✓ **LITERACY FOCUS** ✓ *Writing Exemplars 1999* - partial/full implementation ✓ *Reading Exemplars 2000* - partial implementation ✓ *Literacy Guidelines 2000*) ✓ release of the entire K-8 document ✓ K-3 beginning/partial implementation ✓ 4-6/7-8 awareness and beginning implementation *Reading Strategies* ✓ expand First Steps with tutors in at least 25 schools ✓ expand DRA ✓ expand SOAR ✓ participate in Ministry Early Reading Strategy Initiative ✓ HWDSB Oral Communications Festival expanded
Mathematics	✓ beginning and partial implementation	✓ partial implementation	✓ partial implementation ✓ *HW Peel Numeracy Project* → ✓ completed release of resources ✓ partial implementation ✓ Math implementation survey ✓ *Math Exemplars 2000 (release of "mini" Exemplars document in June 2001)* – awareness and beginning implementation	✓ *HW Peel Numeracy Project* ✓ partial and full implementation ✓ implementation strategies based on survey results ✓ Math Exemplars- Full Math Exemplars document release expected 2002 – continuing implementation
The Arts	✓ awareness	✓ awareness and beginning implementation ✓ Arts modules 1-8 → ✓ Arts Revive →	✓ beginning and partial implementation ✓ Arts Revive →	✓ partial implementation ✓ Arts Assessment Palette release and beginning implementation ✓ *Arts Exemplars - expected release 2002* ✓ Arts Revive (Literacy Focus) continues
French as a Second Language: Core French	✓ awareness	✓ awareness and beginning implementation	✓ beginning implementation ✓ FSL Focus Groups ✓ FI Focus Groups ✓ *F.I. Expectations - released late spring 2001* →	✓ partial implementation ✓ FSL and FI Focus Groups - continued focus on reading and writing processes ✓ *F.I. Expectations* -awareness and beginning implementation
Health and Physical Education	✓ awareness	✓ awareness and beginning implementation ✓ IDEAs → ✓ Growing and Developing →	✓ beginning implementation ✓ IDEAs pilot grade 6, 7 and 8 → ✓ revised document delivered → ✓ OPHEA Curriculum Support Document released - awareness and beginning implementation → ✓ OPHEA Safety Guidelines - awareness and beginning implementation →	✓ partial implementation ✓ IDEAs - continued support for expanded implementation ✓ *OPHEA Curriculum Support Document - continued beginning implementation* ✓ OPHEA Safety Guidelines - beginning implementation

ONTARIO CURRICULUM DIRECTIONS

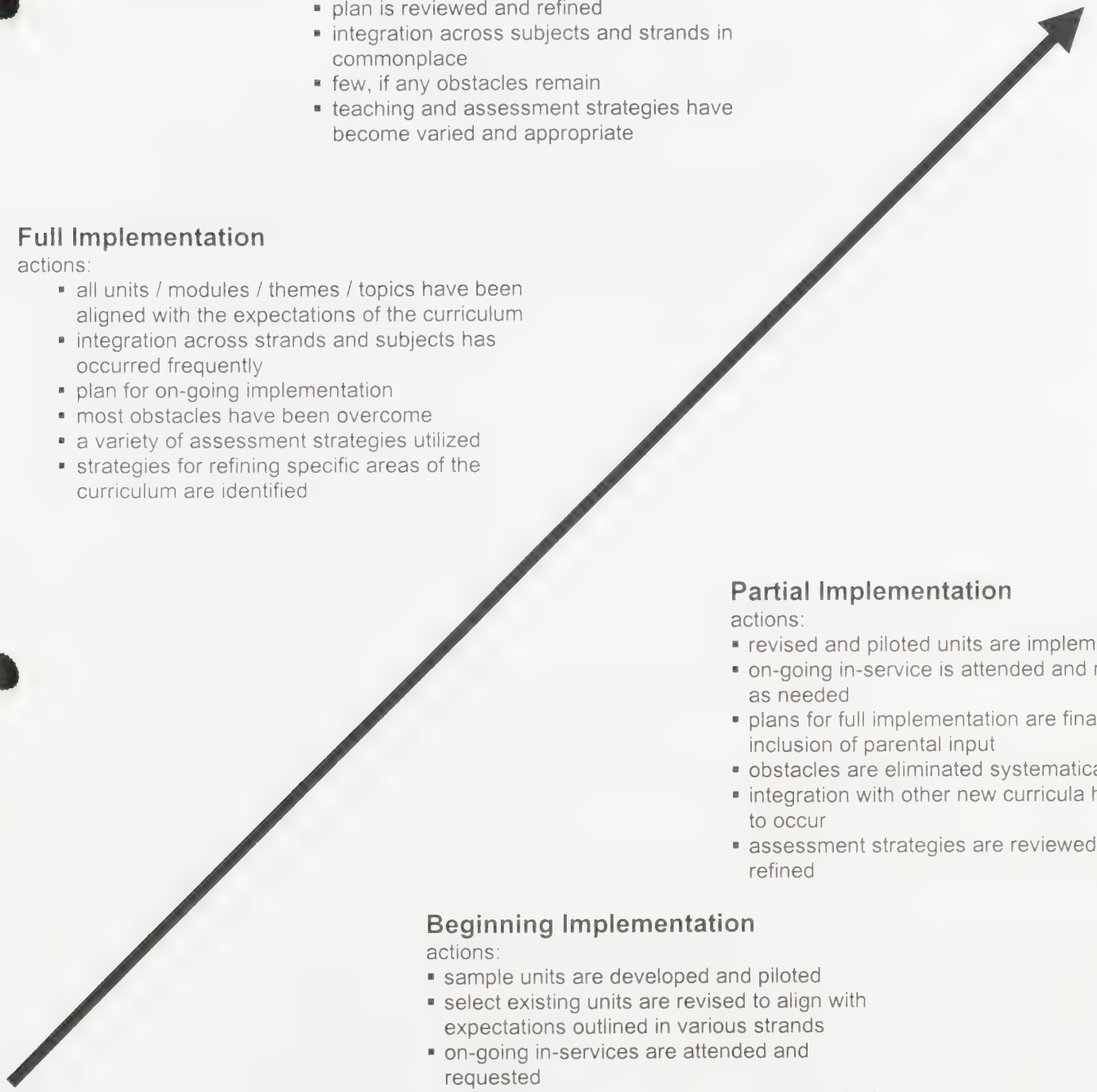
Ontario Curriculum Documents	Major Initiatives 1998 - 1999	Major Initiatives 1999 - 2000	Major Initiatives 2000 - 2001	Major Initiatives 2001 - 2002
Science and Technology	✓ awareness and beginning implementation	✓ beginning and partial implementation ✓ Science modules → ✓ Science Kits →	✓ partial implementation → ✓ *Enduring Understandings* → *development with Peel and other boards*	✓ partial and/full implementation ✓ *Enduring Understandings* - awareness ✓ *Science and Technology Exemplars* - expected release 2002 - awareness
Social Studies, History and Geography	✓ awareness and beginning implementation	✓ beginning and partial implementation ✓ SS modules →	✓ beginning and partial implementation →	✓ partial implementation ✓ *Social Studies, History, Geography Exemplars* - expected release 2002 - awareness
Other Ministry Driven Initiatives				
Choices Into Action	✓ awareness ✓ Annual Education Plan - AEP -awareness	✓ awareness and beginning implementation ✓ Annual Education Plan - AEP - partial and full implementation	✓ partial implementation ✓ Annual Education Plan – AEP full implementation →	✓ partial implementation
Supports for Higher Learning (6, 7, 8)			✓ awareness ✓ *Remedial programs* → ✓ Grade 7 Summer School pilot ✓ SOAR to Success (see literacy)	✓ beginning and partial implementation ✓ revised Summer School offering based on results of pilot ✓ Soar to Success - beginning implementation in pilot schools
Split Grade Initiatives			✓ awareness and beginning implementation	✓ partial implementation ✓ release of additional modules for split grades (e.g. MAPs)
Assessment, Evaluation and Reporting				
HWDSB Expectations -Based Planning and Assessment for the Ontario Curriculum & Electronic Curriculum Planner	✓ awareness and beginning implementation	✓ beginning and partial implementation ✓ OCUP - awareness	✓ partial implementation ✓ OCUP - awareness and beginning implementation → ✓ in-service for special education	✓ partial implementation ✓ beginning and partial implementation
Provincial Report Card (Electronic Format)	awareness and beginning implementation	✓ beginning and partial implementation ✓ revised Guideline →	✓ partial implementation → ✓ eTeacher → ✓ Comment Building →	✓ full implementation ✓ possible expansion to eTeacher 2 and ePrincipal
EQAO	✓ Action Plan	✓ Action Plan	✓ Action Plan with target of 3% improvement in reading →	✓ LITERACY FOCUS to improve reading achievement

Focus: Excellence in student performance and in instructional practice.

Consolidation

actions:

- all expectations are routinely taught
- plan is reviewed and refined
- integration across subjects and strands in commonplace
- few, if any obstacles remain
- teaching and assessment strategies have become varied and appropriate



Full Implementation

actions:

- all units / modules / themes / topics have been aligned with the expectations of the curriculum
- integration across strands and subjects has occurred frequently
- plan for on-going implementation
- most obstacles have been overcome
- a variety of assessment strategies utilized
- strategies for refining specific areas of the curriculum are identified

Partial Implementation

actions:

- revised and piloted units are implemented
- on-going in-service is attended and requested as needed
- plans for full implementation are finalized, with inclusion of parental input
- obstacles are eliminated systematically
- integration with other new curricula has begun to occur
- assessment strategies are reviewed and refined

Beginning Implementation

actions:

- sample units are developed and piloted
- select existing units are revised to align with expectations outlined in various strands
- on-going in-services are attended and requested
- implementation plans are refined, with inclusion of parental input
- obstacles to overcome are noted
- some new assessment strategies are employed

Awareness

actions:

- document is studied
- changes from previous curriculum are identified and an informal gap analysis is performed
- in-services on documents are attended
- new methods of assessment are considered
- plans for beginning implementation are established

#6

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: Merv Matier, Director of Education

From: Wayne Joudrie, Superintendent of Education

Date: September 6, 2001

Subject: **WEB STYLE GUIDE**

Approved for distribution by the Director.
Signature: [signature]
Date: 31 | 08 | 01

Recommended Action:

Moved by _____, that the enclosed Web Style Guide be received for information only.

[signature]

#7

.ed for distribution
.y the Director.
Signature: Merv Matier
Date: 31/08/01

The Hamilton-Wentworth District School Board

Memorandum

To: Merv Matier, Director of Education and Secretary

From: Jim Wibberley, Superintendent of Education
Rob McGall, Principal – Westmount Secondary School
Date: June 7, 2001
RE: Report on Westmount Secondary School

Recommendation:

Moved by_____that the report on Westmount Secondary School be received as information.

1.0 Rationale:

The December 2000 Education Committee approved a motion requesting a brief report on the status of the program at Westmount Secondary School. The report is to be presented to the June 2001 Education Committee.

The report includes information on the demographics of the school and its program delivery.

2.0 Background Information on Westmount Secondary School

2.1 Westmount is a large secondary school located on Montcalm Drive on the West Mountain near Limeridge Road and Garth Street. It is situated on a large, grass-covered campus with a family of schools for the District (Westwood JK-5, Westview 6-8 and Westmount 9-OAC). Westmount is attached to the Westmount Recreation Centre that houses a pool and community center.

2.2 The school was constructed in 1961 and has a rated capacity of 1,175 students. (Source: Accommodation Report – September 1999)

2.3 The present enrolment at Westmount Secondary School is 1,026 students.

2.4 The projected enrolment over the next 15 years is approximately 1,000 students per year. (Source: Accommodation and Planning Department – See Appendix A)

2.5 Information about the student population:

Students taking courses at the academic, advanced or enhanced level:	814 (80%)
Students taking courses at the applied or general level:	212 (20%)
Students taking English as a Second Language courses:	51 (5%)
Students with Individual Education Plans (Identified)	179 (18%)
Students with I.E.P.'s identified as gifted:	149 (15%)
Students in the Developmentally Delayed class:	9
Students who graduated from Westmount in 2000	153

2.6 Program Preferences and school choices:

- 485 or just fewer than 50% of Westmount students come from out of the school's catchment area. As a comparison. Other secondary schools on the Mountain draw between 30% and 35% of their students from out of their catchment area.
- An almost equal number of students (approximately 450) who live in the Westmount catchment area go to other schools in the District.
- Approximately 76% of Westmount students come from the West Mountain. 24% come from elsewhere in the District. (Source: Accommodation and Planning Department – See Appendix B and Appendix C)
- Westmount has an open boundary with Sir Allan MacNab Secondary School and Hill Park Secondary School to allow parents the choice of program that best meets their child's needs.

3.0 The Westmount Secondary School Program Delivery Model

3.1 Westmount Secondary School is unique. To achieve excellence in student performance, the delivery of curriculum and the interaction between students and teachers are driven by specific beliefs about learning. The beliefs involve citizenship, student responsibility, the pace of learning, learning styles and accountability. These beliefs are as follows:

- Citizenship: At Westmount we nurture students to become responsible within the community, socially aware and respectful of the uniqueness of all individuals.

- Student Responsibility: At Westmount we encourage students to take responsibility for their own learning and behaviour.
- Pace of Learning: At Westmount we believe that students learn at different rates and therefore complete work at different times.
- Accountability: At Westmount we track, record and report student progress on a continuous basis.
- Learning Styles: At Westmount we recognize that all students have different learning styles. Individual student needs, preferences and circumstances are taken into consideration when making decisions about a student's program.

3.2 The curriculum is delivered through Learning Guides, in such a way that students can work at their own pace and in their preferred style. Time is less of a constraint at Westmount. Students who are able to accelerate are allowed to do so and students who need additional time to complete work are also accommodated. School policies are developed to accommodate continuous progress and accountability. Student progress is tracked systemically and reports are distributed on a monthly basis.

3.3 The role of the teacher at Westmount is as much a facilitator of learning as a presenter of information. Teachers often work with small groups or individuals directing their learning and helping them solve problems.

3.4 The parent's role within the Westmount model is significant. Parents are encouraged to be involved in the student's progress and in the development of the Westmount program.

4.0 Summary

Westmount is a school unlike any other in our system and perhaps in the entire province. The goal at Westmount is to facilitate learning on an individual basis so students can achieve their maximum potential. The school's aim is to enhance each student's abilities, self-confidence, maturity and self-worth, in an engaging and creative environment.

Enrollment Projection: Baragar assumptions without local knowledge

Hamilton-Wentworth District School Board
School: Westmount Secondary (gr 9-13)

A Projection of Total Enrollment: Regular Program

Grade	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
9	178	203	217	210	218	215	225	230	229	218	223	218	217	210	214	213
10	227	183	201	214	207	215	212	223	227	227	216	220	216	214	208	211
11	293	244	211	228	245	236	246	242	257	262	261	247	253	247	245	237
12	228	275	242	209	224	242	233	243	239	253	259	258	244	249	244	242
OAC	123	121	140	120	101	111	118	114	118	117	123	125	125	119	121	119
9 to 10	405	386	418	424	425	430	437	453	456	445	439	438	433	424	422	424
9 to OAC	1049	1026	1011	981	995	1019	1034	1052	1070	1077	1082	1068	1055	1039	1032	1022
11 to 12	521	519	453	437	469	478	479	485	496	515	520	505	497	496	489	479
OAC to OAC	123	121	140	120	101	111	118	114	118	117	123	125	125	119	121	119

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School Year: 00/01

Pupil Counts by Grade of Where Pupils Attending Westmount High Live

APPENDIX B

School of Attendance: Westmount High
Program: Regular

School of Residence:	Enrollment															Subtotals			
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	13	9-10	11-12	13	9-13
Westmount High	0	0	0	0	0	0	0	0	0	0	89	99	132	99	46	188	231	46	465
Sir Allan Macnab High	0	0	0	0	0	0	0	0	0	0	28	34	46	41	27	62	87	27	176
Hill Park High	0	0	0	0	0	0	0	0	0	0	21	31	24	29	14	52	53	14	119
Barton High	0	0	0	0	0	0	0	0	0	0	10	15	27	16	5	25	43	5	73
Westdale Secondary	0	0	0	0	0	0	0	0	0	0	3	13	16	10	8	16	26	8	50
Sherwood Secondary	0	0	0	0	0	0	0	0	0	0	7	8	11	8	2	15	19	2	36
Hill Park Sec / Westmount Sec	0	0	0	0	0	0	0	0	0	0	3	11	10	8	5	14	18	5	37
Ancaster High	0	0	0	0	0	0	0	0	0	0	5	5	8	7	5	10	15	5	30
Sir John A. Macdonald High	0	0	0	0	0	0	0	0	0	0	1	3	3	2	1	4	5	1	10
Scott Park High	0	0	0	0	0	0	0	0	0	0	3	0	3	2	0	3	5	0	8
Delta High	0	0	0	0	0	0	0	0	0	0	2	3	2	0	3	5	2	3	10
Saltfleet High	0	0	0	0	0	0	0	0	0	0	1	1	3	1	0	2	4	0	6
Sir Winston Churchill	0	0	0	0	0	0	0	0	0	0	1	2	2	1	2	3	3	2	8
Hill Park Sec / Sherwood Sec	0	0	0	0	0	0	0	0	0	0	0	1	1	2	2	1	3	2	6
Glendale High	0	0	0	0	0	0	0	0	0	0	2	0	1	0	2	2	1	2	5
Highland High	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	1	0	2
Parkside High	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	2	1	3
Orchard Park High	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1
Parkside High - Southern Area	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1
MacDonald Sec/Westdale Sec	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1
CALEDONIA	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1
GRIMSBY	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1
Total by Grade	0	0	0	0	0	0	0	0	0	0	178	227	293	228	123	405	521	123	1,049

Program Preferences and School Choices

Hamilton-Wentworth District School Board
School: Westmount Secondary (gr 9-13)

Children living in this Catchment			Enrollment of Children from this Catchment												
			in Regular Program						in District Programs				Catchment children		
Age	#	Grade	Attending this school		Attending other schools		Subtotal		Attending this school	Attending other schools	Subtotal		accounted	not accounted	
14	366	9	88	24%	66	18%	154	42%	0	22	22	6%	176	190	52%
15	378	10	109	29%	82	22%	191	51%	0	20	20	5%	211	167	44%
16	372	11	141	38%	116	31%	257	69%	0	23	23	6%	280	92	25%
17	343	12	104	30%	82	24%	186	54%	0	7	7	2%	193	150	44%
18	369	OAC	51	14%	35	9%	86	23%	0	2	2	1%	88	281	76%
14 to 15	744	9 to 10	197	26%	148	20%	345	46%	0	42	42	6%	387	357	48%
14 to 18	1828	9 to OAC	493	27%	381	21%	874	48%	0	74	74	4%	948	880	48%
16 to 17	715	11 to 12	245	34%	198	28%	443	62%	0	30	30	4%	473	242	34%
18 to 18	369	OAC to OAC	51	14%	35	9%	86	23%	0	2	2	1%	88	281	76%

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*Secondary Enrollments include some pupils older than 17, but the Population includes only children up to the age of 17

A "Catchment" is that geographic area which represents the formal attendance boundary of a school

School Year: 00/01

#8

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

proved for distribution
by the Director.
Signature: [signature]
Date: 31 | 08 | 01

TO: Merv Matier, Director of Education

FROM: Marguerite Botting, Superintendent of Instructional Services

DATE: 2001 09 06

RE: **Social Work Services Review: 2000 – 2001 Report**

Recommendation:

Moved by _____, that the "Social Work Services Review 2000 - 2001 Report" be received for information.

Background:

This report details information about the past, present and future direction of Social Work Services in The Hamilton-Wentworth District School Board. This is part of a response to the Board for a three-year review as a commitment to provide quality support services to the system.

The background provides a historical context including:

1. pre-amalgamation status
2. LEIC, Transitions, Board direction
3. current model information.

The current Social Work Services model outlines the following five key areas of Social Work support to the system:

1. social workers' support
2. SALEP
3. Behaviour Resource Team (BRT)
4. program and resource development
5. co-ordination of psychiatric consultation.

The report outlines the current review of social Work Services undertaken including:

1. tasks
2. goals
3. review of models
4. principal input
5. time allocation.

The future direction of Social Work Services is provided in an outline stating:

1. Social Worker Role
2. Alternative Education Support
3. SALEP and BRT
4. Delivery and Assignment Model for Social Workers
5. Additional, ongoing goals.

This report provides a summary of the issues, discussion, and review. The future direction is one that supports a Differentiated Social Work Delivery Model that addresses areas of concern and provides a balanced, manageable approach to social work and the management of all Social Work Services. It recognizes different levels of student and school needs and allows social workers to respond accordingly. While other models may be able to deliver the same type of service, they do not have the same degree of flexibility to deliver service that meets differing levels of needs across the system.

:a

8-2

The Hamilton-Wentworth District School Board
Instructional Services

Social Work Services

Review 2000 - 2001

Providing Support Services
to
Students
Families
School Staff

What we Do

and

Where we are Going

May 2001

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Appendix A: Models and Definitions

Appendix B: Principal Input Group
Social Worker System Review Committee
Social Worker Role Committee

Appendix C (i): Social Worker Role Description
Appendix C (ii): Social Worker Duties

Appendix D: Differentiated Model: Revised Assignments

This report is written to provide information to the system about social work services on:

- What we do?
- How we do it?
- Where we are going?

This is part of our response to the Board for a three (3) year review and our commitment to provide quality service to the system.

BACKGROUND

A brief historical overview is given below to provide a context to Social Work Services in The Hamilton-Wentworth District School Board.

- Prior to amalgamation:
  - In former city schools, social workers were assigned half time or full time to some of the "compensatory schools". Adjustment Counsellors (teacher consultants and/or social workers) provided system-wide support to the remaining schools; however, this service was eliminated prior to amalgamation.
  - In former county schools, social workers were assigned in an area/geographic model providing system-wide social work services.
- In **October 1997**, the LEIC recommended that social workers be assigned system-wide to the newly amalgamated Hamilton-Wentworth District School Board.
- In the **spring of 1998**, the Transitions Committee supported the recommendation of the LEIC and indicated that Social Work Services should develop assignments based upon student factors and case management factors.
- In **June 1998**, the Social Work Department completed the development of a service delivery model based upon the discussion and guidelines from the Transitions Committee.
- The current model assigned social workers to a group of schools, system-wide providing the opportunity for a range of services. The grouping of assigned schools were based upon a mix of student needs (schools were ranked high/medium/low needs based upon numerous criteria) of case management factors (school population and number of schools) and of former city and county schools. It was felt that this would provide equitable workload and flexibility of workload related to student need. In addition to the system wide grouping of schools, assignments were continued for the Behaviour Resource Team, the SALEP Centre and alternative education.
- In **October 1998**, the Trustees of the Board supported the work of the LEIC, Transitions Committee, and the Social Work Services Delivery Model. Further, the Supervisor committed to a future review.

- In the **Spring of 1999**, Social Work Services, through the use of a formal survey, received feedback from the system about the delivery model. The response documented in the June 1999 Report was overwhelmingly supportive of both the need and use of social work services in the schools. **In fact, over 55% of the schools requested even more social work support**. Some schools suggested that social workers could be assigned geographically and that this might help to address the high needs of some students and schools.

- In the **past two years** since the survey some changes have been made to the assignments as issues have arisen.

- In **January 2000**, Social Work Services began a process to complete the model and delivery review.

- The Hamilton-Wentworth District School Board **currently services** an area with a large number of high socio-economic needs. The School Board provides a ratio of school social workers to student population in the mid-range of those school boards providing social work services. There has been no additional staff complement of social workers since amalgamation.

CURRENT SOCIAL WORK SERVICES

Social Work Services provides support to schools in five (5) key areas:

(1) Social work support to all schools and programs (19 social workers)
(2) SALEP (1 social worker, 2 teachers, 2 educational assistants)
(3) Behaviour Resource Team (1 social worker, 1 teacher, 2 educational assistants)
(4) Program and resource development (community partnerships, documents, committees)
(5) Coordination of psychiatric consultation (consulting child psychiatrist – fee for service)

These services target students who are experiencing social, emotional, behavioural, and attendance difficulties which impact upon their schooling and educational experiences.

(1) Social Work Support:

The school Social Workers provide direct service to elementary and secondary schools through consultation (staff and parents) and direct casework with referred students. This support may include:

- professional consultation and assessment
- community referral assistance
- linkages to community agencies and resources
- individual and group counselling
- limited family counselling
- staff inservice.

Social Workers are assigned to all schools in the system and are divided into high, medium and low needs based upon a wide range of socio/economic/educational factors. High needs schools receive more service than do medium and low needs schools. Individual Social Worker assignments are based upon:

- a mixture of high/medium/low needs schools
- a mixture of school types
- an equitable population base
- input from Social Workers

The delivery provides for a wide range of services to the school from the assigned Social Worker. The school staff (principal and teachers) and the Social Worker negotiate service priorities at each school. The Social Worker is responsible for managing the day-to-day work.

The Social Workers in Alternative Educations Programs (Lawrence, Phoenix, ACES, TRY, GET, SUPER, Apollo) provide the above named services but in an alternative schooling environment. This service often provides more group work.

(2) SALEP:

SALEP is a legislated function for the Board and Social Work Services. The school social workers help process potential cases to the SALEP Sub Committee Hearings for approval. While a few students may continue to be monitored by the school social worker, most students are referred to the SALEP Centre. The Centre staff provide academic, social skills, life skills, work skills, and work experience programming for the students.

(3) Behaviour Resource Team:

The Behaviour Resource Team provides assessment and recommendations for referred students who are experiencing behavioural problems in the classroom. Most of the target students come from primary and junior divisions. The educational assistants implement class-wide behaviour reinforcement programs in selected classrooms in partnership with the teacher of that classroom. These classrooms, up to 18 in one year, are usually selected from key targeted students.

(4) Program and Resource Development:

Program and resource development are areas undertaken by all staff to enhance delivery of social work services to specific students, to specific groups of students, and/or to system issues (e.g. Attendance Handbook, HHSC partnership: Peer Mentoring).

(5) Psychiatric Consultation:

Psychiatric consultation is contracted with a specialized child psychiatrist to support school staff (and parents) in those situations where school support resources have been exhausted and/or where a student is perceived to have a psychiatric problem. This one session consultation is available bi-weekly and each session is approximately 75 minutes.

In 1999 – 2000, Social Work Services supported almost **5,200 students** and their families through consultation and counselling services involving almost **60,000 contacts** with students, families, school staff, and community agencies. Over **40 community partnerships** were planned, developed, and/or maintained during the year. In addition, a number of system documents and resources have been drafted that will be ready for implementation on or before the fall of 2001.

SERVICES IN REVIEW

In January 2000, Social Work Services began phase two of the review of Social Work in the Board. This has included the development of:

- a Social Worker role description
- a menu of services
- a review of alternate models
- the delivery of service
- the assignment allocation process

The goals were to:

- incorporate changes "of efficiencies" that might help to increase services to students in schools;
- review other school social work models to determine feasibility and viability;
- allow for differentiated needs of schools;
- recognize funding sources;
- provide opportunity to ensure excellence in the delivery of Social Work Services, and
- increase clarity to the system.

Initially, the social workers developed a draft role description and added a "duties" component.

Funding for social workers is derived from the Foundation Grants in the professional and paraprofessional line and is spread across the elementary and secondary panels.

The social workers put together a list of twelve social work models (see Appendix A) based upon knowledge of other provincial and national school board social work models. These models ranged from a consultation only, to prevention/group work, to team approach, to area/geographic delivery, to the current model. Through a series of internal discussions, the twelve models were narrowed down to three. These three models were felt to be most responsive to student needs, perceived school staff needs, and flexible. Input received from the previous year's survey was used in the discussions. The three models were the CURRENT MODEL, GEOGRAPHIC MODEL, and AREA MODEL.

All three of the models maintain the current range of services being delivered to schools. The Current Model incorporates a mix of former city and former county schools and case management factors into individual assignments. The Geographic Model assigns social workers to a grouping of schools based upon a geographic area; the size of the geographic area would have to be directly related to the weighting assigned to that area. Weighting includes student needs and case management factors. The Area Model would have the

[illegible] schools the number of social workers assigned to a given area would differ based upon the weighting of that area's needs. Again, weighting would include student needs and case management factors.

As the social worker review process was underway, a **Principals' Input group** (see Appendix B) was formed in November 2000 to provide system input regarding the social work model and delivery system. This group met on three occasions and was comprised of two representatives from each elementary cluster and three representatives from secondary schools.

(1) The principals provided numerous ideas to the Role Description and Duties and they were incorporated into the final draft. (See Appendix C)

(2) The principals reviewed all three models providing strengths and weaknesses for each. In general, the principals wanted any model chosen to include direct service, provide continuity of service, make sense to the social workers delivering the service, capture the "needs" of students, provide flexible service, reduce travel, and ensure a flexible relationship with the school principal.

(3) The principals saw the strengths of the Current Model as providing system-wide support, flexibility, system perspective, and familiarity. They felt the benefits of an Area Model might be more responsive to emergencies, have fewer social workers working with a single family, and providing support to team/cluster initiatives. The Geographic Model, in addition to the Area benefits, might also reduce travel time and be more responsive to local issues.

(4) The principals felt that whatever model was chosen it needed a clear rationale, that it would need to be in-serviced with the principals, that it may not provide increased social work service, and that it had to make sense to the social workers. (In addition, the comp ed principals felt that the social work offices should be on site, that direct service was a priority, and that tri-ministry initiatives should be supported.)

(5) All of the information from the principals was conveyed by the social work subcommittee (see Appendix B) to the rest of the social workers.

The social workers saw the strengths of the Current Model as being flexibility of service, system perspective, manageable mix of cases and issues, consistency of service, and responsive to the diversity of needs within the Board. The Area Model could provide more opportunity for teamwork, for better understanding of local issues and local resources, and for reduced travel. The Geographic Model could involve more responsiveness to emergencies, less travel, better understanding of local issues, and possibly greater consistency for families.

The social workers reviewed the current time being spent to support each school and program in the Board and determined the following:

(1) i) High needs schools include all of those schools listed in the Comp Ed Review plus some other schools which received a high ranking on the social work scale. The amount of time social workers spent in a high needs school ranged from .5 to 1.5 days per week with less time provided if less need was indicated.

ii) The medium needs schools include those schools as listed a medium in the Comp Ed list of schools plus some other schools which received a medium ranking on the social work scale or through work demand. The amount of time a social worker spent in a medium needs school ranged from .25 to 1 day per week with less time provided if less need was indicated.

iii) The rest of the schools are low need or "on-call" schools. The amount of time a social worker spent in a low needs school ranged from "on-call" to .5 day per week.

(2) The proportionate amount of time spent by a social worker in a school was not only dependent upon the "need" but also upon the population of that school. For example, a high needs school with a low population would receive a lower amount of social work time (about .5 days per week) than a high needs school with a high population (about 1 to 1.5 day(s) per week of social work time). The same proportionate times would be true in the medium and low categories.

(3) The amount of time spent in each school was then totalled by clusters to provide insight to all three models being reviewed. By cluster, the amount of time spent in each cluster (including both elementary and secondary schools in that cluster) is demonstrated in the following chart:

Cluster	*Population*	*FTE S.W.*	*Percentage of Total FTE*	*Ratio of SW FTE time to Cluster Population*
City West	10,700	4.4	25%	1 to 2,431
City East	11,300	3.6	21%	1 to 3,138
Mountain West	9,500	2.6	15%	1 to 3,654
Mountain East	9,000	2.1	12%	1 to 4,285
County West	12,200	2.8	16%	1 to 4,357
County East	7,400	2.0	11%	1 to 3,700
TOTAL	60,100	17.5		1 to 3,428 plus AE, BRT, SALEP

In the previously noted Social Work Survey, the Comp Ed principals had requested that 9 social workers be assigned to City East and City West clusters. It is interesting to note that City East and City West Clusters are already receiving 8 FTE of social work time, close to the Comp Ed principals' request. When 2 social workers are factored out for SALEP and BRT, these two clusters are in fact receiving more than their request.

- High needs schools receive approximately [illegible] schools proportionate to population.

5. As a final note to time allocation, some "low" needs schools are concerned that they are classified as "low" needs largely based upon economic factors while they have high needs based upon social emotional and/or behavioural issues within their school and community and therefore they believe that they are under-serviced. Some of the high needs schools are concerned that they are not receiving sufficient social work support.

The social workers also undertook a process of reviewing current social work involvement in **system and in-school alternative ed programs**. System programs are currently receiving a very high level of support ranging from .5 days to 2 days per week. There were two concerns: first, the amount of time was disproportionate to the number of students needing this same type of support but still in regular school and secondly, many of the students who the social workers support are not eligible for these programs. In-school programs were currently receiving social work support with time ranging from .75 days per week to no time. Over the past two years new programs have developed with no social worker support while previous programs continued with social worker support albeit with some reduction in service. The concern is that in school alter ed programs had no current rationale for social work time allocation.

FUTURE DIRECTION

(1) SOCIAL WORKER ROLE

The Social Worker Role Description and Social Work Duties have been finalized (see Appendix C). The Role Description provides a broad understanding of the role of a school board social worker. The Duties provides more clarity by detailing the range of available services that a social worker can provide.

Based upon the Role Description and Social Work Duties, principals and social workers will be able to discuss and formulate the appropriate service needed for each individual school.

(2) ALTERNATIVE EDUCATION

The social worker time allocation in support of alternative education was reviewed internally and will be serviced in the following manner:

(i) System programs will be considered equivalent to the range of an average high needs school and will receive a comparable time allocation (.5 to 1 day of social work time per week).
(iii) In-school secondary alter ed programs will be serviced within the time allocated to that secondary school.
(iii) The CHAMPS program will continue to receive support through the time allocated to its host school.

This provides a clear rationale to the system for the level of support to alter ed. The time gained from these actions will be refocused to the needs of the schools in the system. Social Work Services will re-examine this approach and level of support next year as the Alter Ed Review is completed.

(3) SALEP and BRT

The SALEP Centre and Behaviour Resource Team will continue to each have one social worker allocated to its services.

(4) DELIVERY AND ASSIGNMENT MODEL FOR SOCIAL WORKERS

Social Work Services will use a variation of the current model incorporating some features of geography and area.

The **DIFFERENTIATED SERVICE MODEL**:

- provides service time based upon school need
- provides flexibility to deliver more service to higher needs schools
- provides opportunity to respond to crisis or urgent issues appropriately
- provides opportunity to respond to school needs at their peak times
- provides for many elements of feeder schools
- provides many elements for continuity with families
- is service responsive
- provides for a balanced workload
- provides for professional satisfaction and diversity for most social workers
- allows for system perspective and linkages

This model is comprised of assignments based upon:

- equitable mix of school needs (high, medium, low)
- equitable time and service allocation
- geographic considerations
- comparable populations
- mix of former city and county schools
- manageable number of sites/schools

Rationale For Differentiated Service Model

Level of Service

This model provides **higher levels** of service for higher needs schools in a **manageable** and professional manner. The assignments will be restructured (see Appendix IV) and, although this will mean change for social workers and school staff, this will produce efficiencies that will provide even more service. This efficiency will be gained through more geographic connections, through reduced time in alter ed, and through re-balancing of workloads and assignments.

The result will mean that the level of support will be equivalent to:

(1) by cluster:

Increase FTE	*Cluster*	*Population*	*FTE S.W.*	*Percentage of Total SW FTE*	*Ratio of SW FTE time to Cluster Population*
.3	City West	10,700	4.7	25%	1 to 2,276
.2	City East	11,300	3.8	21%	1 to 2,973
.2	Mountain West	9,500	2.8	15%	1 to 3,392
.3	Mountain East	9,000	2.4	13%	1 to 3,750
0	County West	12,200	2.8	15%	1 to 4,357
.1	County East	7,400	2.1	11%	1 to 3,524
1.1	**Total**	**60,100**	**18.6**		

(2) by needs and population:

Note: the use of this chart needs to be used with the following clear cautions

(i) Time is an **approximate figure** and represents the maximum amount of time available; in other words, the amount of time may be less depending upon need and other circumstances including emergencies.

(ii) Time **includes** all home visits, telephone contacts, report and letter writing, etc. connected to cases in that school.

(iii) Any school (high, medium, or low) can be an **"on-call"** school; at present 14 schools are "on-call". Most **"on-call"** schools are low needs schools. These schools will be spread across assignments to gain efficiencies.

School	*Need*	*Population*	*Range of Time Days of SW Time per week*
Elementary	High	500+	1 to 1.5 days
		250 – 500	.75 to 1
		250 -	.5 to .75
	Medium	500+	.5 to 1
		250 – 500	.5 to .75
		250 -	.25 to .5
	Low	500+	.5
		250 – 500	.35
		250 -	.25
Secondary	High		1 day
	Medium		.75 to 1
	Low		.5 to .75

This model will allow the greatest service flexibility of any of the models since there is a mix of schools. While all schools in a given assignment must be supported, the "mix" allows the social worker to flex the time allocation given peak needs to all the schools in the mix but most often to the higher needs schools. The mix was created to provide the opportunity for movement.

The Differentiated Model has **grouped schools** together where possible to minimize different social workers being involved with the same family. While any model is likely to have the possibility of multi-worker contacts, the geographic model may have more efficiencies in this regard. However, the possibility remains even in that model that there likely would be more than one social worker involved with one family due to constraints on the number of schools any one social worker/assignment would have. When this situation does occur, the social workers have and will continue to plan jointly to provide a co-ordinated approach. It would be impossible to assign schools in any model to ensure that all families would have contact with only one social worker; any attempt to do so would either overwhelm the social worker with too many schools or too many high needs schools; possibly reducing the service to high needs schools.

Type of Service

The Differentiated Social Work Model provides a **wide-range of service** available to all schools in the board. The service ranges from consultation, to individual student counselling, to community liaison and linkages. Each school principal will negotiate the type of service needed from the social worker for their school. This is a model that appears to be supported by an overwhelming majority of our schools. It does not appear that any major shift in model or service delivery would be supported in the system.

This model **provides a blend and mix of services** that the social workers believe is manageable while recognizing the limitations of available staff time and school/system needs. By being centrally located, the social workers regularly share expertise and resources to achieve excellence in their provision of service to individual schools and cases. This central time builds the expertise of each individual social worker and builds the repertoire of skills for the whole department. Additionally, central office time is used to do casework such as calls to families and agencies that cannot be done within the time spent in their assigned school time.

This model **responds to emergencies** as well as any model unless each social worker had only one or two assigned schools or the model was designed as an emergency service. The latter two models are not seen as options unless the board is willing to provide substantial increased resources. Social Workers are not Educational Assistants responding to a child's day-to-day behaviours; in fact, their role allows them to see clients more frequently and more responsively than any other community agency or support service. True emergencies require the response of emergency services such as Police, CAS, COAST, etc. However, in the professional opinion of the social worker and in discussion with the principal,

within one working day.

This model **provides more flexibility** than any other model by having a mix of school needs and a manageable number of schools. While travel may be more of an issue in this model, the mix of assignments has been developed to minimize the travel by "chunking" schools into areas (i.e. 1 day or half of a day for a group of schools). A geographic model may reduce travel for some, it would either create a workload imbalance and/or incur extensive daily travel for others thereby actually inadvertently reducing the ability of social workers to respond to urgent needs at school. During the 2000-2001 school year, the department has piloted an emergency/urgent telephone line that has allowed the social worker to respond more quickly to these urgent needs; this will be continued. Finally, the social workers have committed to respond to tragic events (deaths) in each of their assigned schools on an emergency basis and it would appear that the schools have appreciated this support.

(5) ADDITIONAL ONGOING GOALS

The department will continue to review and enhance service through:

- yearly department reports
- exploring mechanisms to receive feedback from school staff, students, and families
- community partnerships
- system initiatives
- professional development
- advocacy for staffing
- other activities which will be developed yearly

SUMMARY

Social Work Services in The Hamilton-Wentworth District School Board provides professional expertise to facilitate change for students, families, and school staff in the belief that new solutions will encourage healthy growth and development. Through this change, social workers can help prepare students emotionally and socially for today and then schooling can prepare them for tomorrow.

Over the past three years there has been discussion in the Board about the service delivery model. The type of service currently being offered appears to be supported by most in the system. The level of service is the issue that provokes debate based upon history, perceptions, misperception, and real needs. These issues have been the subject of discussion and extensive review.

This paper provides a summary of the issues, discussion, and review. The future direction is one that supports a Differentiated Social Work Delivery Model that addresses areas of concern and provides a balanced, manageable approach to social work and the management of all Social Work Services. It recognizes different levels of student and school needs and allows social workers to respond accordingly. While other models may be able to deliver the

Models and Definitions

1. Geographical Model
   A group of schools that are in the same geographical area.

2. Family of Schools/Feeder Model
   The secondary school and all elementary and middle schools that feed into that secondary school. (excluding Voc Ed)

3. Specialty Mode
   Social workers provide service based on their specialty/interest/expertise.

4. Weighted Model
   Differentiated social work service based on a uniformally applied rating system determined by the needs of a school.

5. Developmental Model
   The model would be based on social workers being assigned to primary/junior or middle or secondary level schools.

6. Current Model
   The model as it currently exists.

7. Area Model
   A model where the Board is divided into areas and within each area there is a team of social workers assigned who are responsible for the delivery of service in their area.

8. Central Intake Model
   All cases are processed through a central intake and assigned to individual social workers.

9. Cluster Model
   The model is based on the current Board clusters with social workers assigned to a group of schools within those clusters.

10. Issue Model
    A model where social work duties are determined and driven by department, Board and/or Ministry initiatives.

11. Philosophical Model
    A model where the social work department offers service based on a philosophy developed by the social work department.

12. Saskatoon Model
    A model of social work delivery that provides only consultation, group work and prevention services to schools.

Principal Input Group

Representatives for Social Work Assignment Model Review

Elementary:
Sandra Cole, Principal, Hillcrest
Barb Francis, Principal, Spencer Valley
John Harrison, Principal, Cardinal Heights
Lin Hart, Principal, Thornbrae
Kevin Heer, Vice Principal, Adelaide Hoodless
Dave MacKenzie, Principal, Billy Green
Lindy Millen, Principal, Queen Mary
Debbie Rundle, Principal, Lisgar
Bob Russ, Principal, Robert Land
Cathy Scott, Principal, Dr. Seaton
Val Stephens-Brockbank, Principal, Janet Lee

Secondary:
Lorne Evans, Vice Principal, Hill Park
Michael Rehill, Vice Principal, Sir John A Macdonald
Ray Varey, Vice Principal, Parkside

Meeting Dates:
January 10, 2001
January 24, 2001
March 6, 2001

Social Worker System Review Committee (2001 – 2001)*

Steve McCann
Trish Muldowney-Brooks
Randy Shiga
Jan Wynne

Social Worker "Role" Committee (2000 – 2001)*

Lesley Cunningham
Jose Falletta
Tim Kaye
Vince Martorelli

* The composition of these committees has varied over the past 3 years. All social workers have contributed to these two processes.

Appendix C(i)

The Hamilton-Wentworth District School Board
Instructional Services

Social Worker
Role Description

Under the general direction of the Superintendent of Instructional Services, and under the specific direction of the Manager. Social Work Services, and in accordance with the Education Act and Regulations, the Social Worker shall:

a) consult with the school and investigate upon referral the reasons for a student's non-attendance, and make recommendations designed to improve school attendance;

b) provide appropriate follow-up, counselling, and/or referral services for students whose attendance requires intervention;

c) act as a liaison amongst school, student, and program with regard to SALEP and other alternative educational programs: prepare reports as required, and implement strategies and services to assist these students;

d) act as a resource to students, parents, and educators in matters pertaining to students and their families who have special needs due to social, emotional, and/or behavioural problems;

e) assess, consult with, advocate for, counsel, and prepare reports for students and their families who have special needs due to social/emotional needs and/or due to behavioural problems;

f) assist in the implementation of interventions for students with behavioural issues within the classroom and school setting;

g) refer to, consult with, and act as a liaison with community agencies on behalf of students, parents, and school staff as required;

h) respond to emergency or crisis situations;

i) support and work with other board professional support staff to promote a multi-disciplinary approach; and

j) assist in other matters as determined by the Manager and Superintendent.

2001 03 26
/a

The Hamilton-Wentworth District School Board
Instructional Services

SOCIAL WORK DUTIES
(in conjunction with Role Description)

Opening Statement
Social Workers will initially provide consultation to staff and families for situations where students have attendance, behaviour, social, and emotional issues impacting upon the learning experience and the school environment. In addition, to the degree the duties can feasibly be implemented and managed by each social worker and as negotiated with individual school administration, direct services will be provided for those students and their families.

ESSENTIAL/MANDATED

- provide consultation to staff regarding students with attendance, behavioural, social, emotional issues
- investigate and re-mediate student chronic non- attendance at school
- assist in referrals to agencies
- process SALEP applications and presentations
- provide support to schools at their times of crisis and tragic events
- attend SW department meetings and Instructional Services staff meetings
- participate in department/system committees related to social work role (e.g. Attendance Handbook, Child Abuse Prevention, system issues)
- maintain statistics, report writing, case notes
- undertake professional development

NEGOTIABLE/MENU OF SERVICE

- individual counselling for students with behavioural, emotional, social, and attendance issues
- provide in-service to staff on social work issues
- provide resources to staff on SW topics
- attend in-school team meetings when required
- attend system meetings when required
- assist in setting up school-wide programs (e.g. social skills, peer mediation)
- classroom observation
- Child Welfare consultation
- group counselling
- support linkages with colleagues in other departments/services
- support linkages with other community agencies
- participate in System Tragic Events Response Team
- provide consultation to parents/families
- CONTACT Hamilton-Wentworth presentations
- do home visits
- provide in-service to colleagues within department and/or system
- do Research
- provide supervision to social work students
- provide workshops as requested
- participate in Board or community committees

Appendix D

DIFFERENTIATED SERVICE MODEL: Revised Assignments

Assignment #1	*Assignment #2*	*Assignment #3*	*Assignment #4*
Parkside	Highland	Ancaster High	Waterdown
Tweedsmuir	Sanford	Dr. Davey	Queen Victoria
Memorial, Hamilton	Dundas District	Ancaster Sr.	Gibson
Prince Phillip	Dundana	Fessenden	Flamborough Centre
Millgrove	R. A. Riddell	Seneca	Balaclava
Greensville	Gordon Price	Ridgemount	Buchanan Park
Spencer Valley	Mountview	Holbrook	Queensdale
		James MacDonald	

Assignment #5	*Assignment #6*	*Assignment #7*	*Assignment #8*
Westdale	Sir John A Macdonald	Sir Allan MacNab	Westmount
Ryerson	Lawrence AE (System)	Stinson	Hess
Central	Strathcona	ACES AE (System)	Phoenix AE (System)
Dalewood	Yorkview	Queen's Rangers/Champs	C H Bray
Dr. John Seaton	Pleasant Valley	Beverley Central	Rousseau
Sheffield	W H Ballard	Lynden	Westview
Earl Kitchener		Chedoke	Westwood
G R Allan		Richard Beasley	Pauline Johnson
Glenwood			

Assignment #9	*Assignment #10*	*Assignment #11*	*Assignment #12*
Mountain Secondary	Delta	Centennial	Parkview
Queen Mary	Robert Land	Bennetto	Prince of Wales
Dundas Central	Mountain View	A. A. Greenleaf	Bell-Stone
Central Park	Viscount Montgomery	Mary Hopkins	Mount Hope
Ryckman's Corners	Thornbrae	Guy Brown	Burkholder
Helen Detwiler	Lisgar	G L Armstrong	Huntington Park
	Lincoln Alexander	Norwood Park	
		Linden Park	

Assignment #13	*Assignment #14*	*Assignment #15*	*Assignment #16*
Hill Park	Sherwood	Barton	Sir Winston Churchill
King George	Lloyd George	Adelaide Hoodless	Hillcrest
Cardinal Heights	Fairfield	Lawfield	R L Hyslop
Franklin Road	Tapleytown	Mount Albion	Green Acres
Maple Lane	Billy Green	Peace Memorial	Sir Wilfred Laurier
Grange	Sherwood Heights	C B Stirling	Elizabeth Bagshaw
Eastmount Park	Highview	Hampton Heights	Woodward
	Fernwood Park		

Assignment #17	*Assignment #18*	*Assignment #19*	*Assignment #20*
Glendale	Orchard Park	Saltfleet	SALEP
Lake Ave	Roxborough Park	Hillsdale	
Memorial, Stoney Creek	Winona	Parkdale	
Eastdale	Collegiate	Vern Ames	*Assignment # 21*
Rosedale	Apollo AE (System)	Janet Lee	Behaviour Resource Team
Glen Brae	A M Cunningham	Parkwood	
Glen Echo	Sir Isaac Brock	Bellmoore	

#9

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for distribution by the Director.
Signature: [signature]
Date: 31/08/01

TO: Merv Matier, Director of Education

FROM: Marguerite Botting, Superintendent of Instructional Services

DATE: 2001 09 06

RE: **S.E.A.C. Concerns Report**

Recommendation:

Moved by _____, that the "SEAC Concerns Report" be received for information.

Background:

The following Ad Hoc Committees have been formed: Invitational Schools, Educational Assistants, Development of IEPs (Individual Educational Programs), and Instruction and Programming to address the specific tasks agreed to at previous meetings held during the 2000 – 2001 school year. Committee membership encompasses SEAC members, School Administrators, Classroom Teachers, Educational Assistants, Special Education Consultants, and numerous support staff at the Education Centre (Computer Services, Plant Department, and Instructional Services). Truly a collaborative effort has been extended to provide the best educationally sound program for our students.

The framework is similar to that of our previous Transition Committee. Each of the Ad Hoc Committees will discuss and develop recommendations, which will then be given to the larger combined Steering Committee.

:a

INVITATIONAL SCHOOLS

Members: Bev Pupols, Vicky Wylson-Sher, Leah Schwenger, Judith Bishop, Lauren Tindall

1. (a) Recommendations:
"The Hamilton-Wentworth District School Board commits itself within its vision and mission statement to recognizing the unique nature of each child."

"That indicators that demonstrate a school cutlure are welcoming and inviting to student be developed."

"These indicators be incorporated into each school's plan and form part of the evaluation of the principal."

"That the Board's expectation of inclusion of special needs children be made explicit to staff.

No.	TOPIC	TASKS	STAFF/POSITION
1 (a)	System-wide inclusionary practices	▪ Develop a belief statement to be approved by the board ▪ Prepare a banner for the board-approved belief statement to be added to IPRC Notice of Invitation/SRM agendas ▪ Research inclusionary practices ▪ Identify best practices ▪ Prepare checklist of indicators for school pians which demonstrate an inclusionary school culture ▪ Develop a plan for how the board-approved belief statement is to be made explicit to staff. ▪ Sharing of procedures in place ▪ Sharing with Early Learning Advisory Committee ▪ Transitions	▪ Principal, Elementary School ▪ Principal, Secondary School ▪ Public Relations Officer ▪ Special Education Consultant ▪ Representative, SEAC Advocacy group ▪ Teachers, Kdgn. (wide range) ▪ Consultant for Early Years ▪ Secondary Guidance student support team

9-1

1. (b) Recommendations:

"That a review be undertaken of the suspension of special education students with recommendations and an action plan."

"That an annual report on the use of restraints be presented to SEAC and the Board."

"That temporary withdrawals, sometimes called therapeutic withdrawals, be reported along with suspension in the suspension reports."

No.	TOPIC	TASKS	STAFF/POSITION
1 (b)	Therapeutic withdrawal, suspension and restraint	▪ Review legislation and new regulations ▪ Examine present practices ▪ Review Safe Schools initiatives and regulations ▪ Identify issues ▪ Review reporting mechanisms ▪ Propose a format for an annual report on the use of restraints for SEAC and the Board ▪ Make recommendation that temporary withdrawals be reported along with suspensions in suspension reports ▪ Propose an action plan for board-wide implementation ▪ Review literature/research ▪ Examine other strategies/alternatives ▪ Identify other resources available	▪ Principal, Elementary School ▪ Principal, Secondary School ▪ Public Relations Officer ▪ Special Education Consultant ▪ Supervisor, Social Work (Attendance Counsellor for the Board) ▪ Representative, SEAC Advocacy group ▪ Teacher

EDUCATIONAL ASSISTANTS

Members: Nalda Dalziel, Lillian Sommerville, Suzanne Nolan, Judith Bishop, Stella Green-Gibson

2. (a) Recommendation:

"That movement of EAs be carefully monitored to provide the least disruption of children."

No.	TOPIC	TASKS	STAFF/POSITION
2 (a)	Allocation	▪ Review present allocation process; make recommendations	▪ Human Resources Officer ▪ Principal of Special Education ▪ Member of EA Allocation Committee ▪ President OPEIU ▪ Principal, Elementary School ▪ Principal, Secondary School ▪ Educational Assistant (if possible) ▪ Representative, SEAC Advocacy group ▪ Teacher

9-3

2. (b) Recommendation:

"The schools, wherever possible, schedule one consistent EA to a student who needs a full time EA and for whom change is difficult."

No.	TOPIC	TASKS	STAFF/POSITION
2 (b)	Staffing	▪ Review present staffing practices; make recommendations ▪ Identify inconsistencies of EA match to student ▪ Hiring practices for the system	▪ Human Resources Officer ▪ Principal of Special Education ▪ Member of EA Allocation Committee ▪ President OPEIU ▪ Principal, Elementary School ▪ Principal, Secondary School ▪ Educational Assistant (if possible) ▪ Representative, SEAC Advocacy group ▪ Teacher ▪ Health and Safety Officer

2. (c) Recommendations:

"That all EAs have some signing skills and behaviour training, and when working with blind students, some knowledge of Braille."

"That the training of EAs about the needs of particular groups of students or an individual be provided for and recognized."

No.	TOPIC	TASKS	STAFF/POSITION
2 (c)	Training	▪ Prepare/conduct a needs assessment ▪ Use feedback to develop a system-wide Professional Development Plan ▪ Inventory of skills, training of EAs ▪ Ongoing plan for training for basic "back" practices	▪ Human Resources Officer ▪ Principal of Special Education ▪ Member of EA Allocation Committee ▪ President OPEIU ▪ Principal, Elementary School ▪ Principal, Secondary School ▪ Educational Assistant (if possible) ▪ Representative, SEAC Advocacy group ▪ Health and Safety Officer ▪ Mohawk College/Pat MacDonald ▪ Teacher ▪ Itinerent Techers

9-4

2. (d) Recommendation:

"That EAs be included as a full partner in all decisions and meetings about special needs children."

No.	TOPIC	TASKS	STAFF/POSITION
2 (d)	Role	▪ Review present role description ▪ Research role descriptions from other boards/college programs ▪ Propose best practices	▪ Human Resources Officer ▪ Principal of Special Education ▪ Member of EA Allocation Committee ▪ President OPEIU ▪ Principal, Elementary School ▪ Principal, Secondary School ▪ Educational Assistant (if possible) ▪ Representative, SEAC Advocacy group ▪ Teacher

2. (e) Recommendation:

"That the evaluation of EAs considers parental input as well as that of special education staff."

No.	TOPIC	TASKS	STAFF/POSITION
2 (e)	Evaluation	▪ Identify criteria for evaluation of EAs ▪ Identify "best practices" ▪ Make recommendations ▪ Consider the recommendations made by school health support services	▪ Human Resources Officer ▪ Principal of Special Education ▪ Member of EA Allocation Committee ▪ President OPEIU ▪ Principal, Elementary School ▪ Principal, Secondary School ▪ Educational Assistant (if possible) ▪ Representative, SEAC Advocacy group ▪ Teacher ▪ Staff Development Officer

9-5

DEVELOPMENT OF IEPs

Members: Bryan Shields, Pat Hutchison, Bernadine Nabuurs

3. (a) Recommendation:

"That the knowledge of professionals not employed by the Board regarding special needs children be acknowledged, and their recommendations be incorporated into IEPs."

No.	TOPIC	TASKS	STAFF/POSITION
3 (a)	Liaison and Shared Decision-Making ▪ SEAC ▪ Community Agencies ▪ Community Professionals ▪ Parent Advocates	▪ Review SEAC brochure; make recommendations for revisions ▪ Research liaison and shared decision-making practices in other boards ▪ Identify best practices ▪ Prepare a series of articles for the newsletter on the role of: - SEAC - Community Agencies - Community Professionals - Parent Advocates (NOTE: Articles to include a list of existing groups, how to access the groups, tips for positive decision-making).	▪ Representative, Community Agency ▪ Principal, Elementary School ▪ Principal, Secondary School ▪ Public Relations Officer ▪ Special Education Consultant ▪ Representative, SEAC Advocacy group ▪ Teacher

9-6

INSTRUCTION AND PROGRAMMING

Members: Steve Staios, Vicky Wylson-Sher, Barb Ridley

4. (a) Recommendation:
"That the knowledge and expertise that parents have of the child be acknowledged and welcomed by the school and that their recommendations be incorporated into IEP's."

No.	TOPIC	TASKS	STAFF/POSITION
4 (a)	IPRC/IEP Process	▪ Prepare a list of suggestions for administrators, teachers and support staff that will help parents to feel a welcome part of the IPRC/IEP process. ▪ Review Parent's Guide; make recommendations for revisions ▪ Review Guidelines for IPRC Meetings (School and System); make recommendations	▪ Principal of Special Education ▪ Member of IEP Committee ▪ Special Education Teacher ▪ Principal, Elementary School ▪ Principal, Secondary School ▪ Representative, SEAC Advocacy group

4. (b) Recommendations:

"Provide special education teachers with resource documents and staff development sources of information and strategies; refer to association libraries, etc.; consider as a component of the staff development process."

"That the expertise available through SEAC be used more widely in special education in-service programs, and training of principals and teachers."

"That those responsible for HWDSB'S staff development consider providing courses in child development and/or providing information as to where these courses may be obtained."

No.	TOPIC	TASKS	STAFF/POSITION
4 (b)	Professional Development/In-Service Training	▪ Develop and publish a Resource Guide of documents for special education teachers and support staff (include resource materials, list of staff/SEAC members with expertise in specific areas) ▪ Prepare an action plan for promotion of the Resource Guide ▪ Prepare a flyer for all school staffs for distribution in Sept. 2001. (Flyer to include background information on SEAC; a list of staff/SEAC members with expertise in specific areas; invitation for SEAC members to attend School Council and school PD sessions; list of possible presentation topics) ▪ Meet with HWDSB's staff development officer to discuss possible inservice training session (e.g. child develop.)	▪ Principal of Special Education ▪ Member of IEP Committee ▪ Special Education Teacher ▪ Principal, Elementary School ▪ Principal, Secondary School ▪ Representative, SEAC Advocacy group ▪ Staff Development Officer ▪ College of Education Representative

4. (C) Recommendations:

"That schools use the information gathered from previous experiences with outside agencies/professionals."

"That a review of transition planning for students from school to the community and vice versa be undertaken with recommendations and an action plan."

No.	TOPIC	TASKS	STAFF/POSITION
4 (c)	Transition Planning	▪ Participate in the review of transition planning for students from schools to the community and vice versa ▪ Consider the two major transitions of entry and exit ▪ Review recommendations of Early Learning Advisory committee ▪ Investigate orientation programs	▪ Principal of Special Education ▪ Member of IEP Committee ▪ Special Education Teacher ▪ Principal, Elementary School ▪ Principal, Secondary School ▪ Representative, SEAC Advocacy group ▪ Early Years Consultant ▪ Secondary Guidance and Resource ▪ March of Dimes Resource in Ontario ▪ TWEP ▪ Job Coaches ▪ Co-op Teacher(Voc.) ▪ School-to-Work Liaison ▪ Contact ▪ HACL

9-8

4. (d) Recommendation:

"That there be a formal review of the learning resource model."

No.	TOPIC	TASKS	STAFF/POSITION
4 (d)	Resource Program Review	▪ Participate in the resource program survey which will determine areas of support, program awareness etc. ▪ Consider various models ▪ Determine how it is tracked and evaluated	▪ Principal of Special Education ▪ Member of IEP Committee ▪ Special Education Teacher ▪ Principal, Elementary School ▪ Principal, Secondary School ▪ Representative, SEAC Advocacy group ▪ Learning Resource Teacher ▪ Special Education Consultant ▪ Student Support Service Staff

#10

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for distribution by the Director.
Signature: M. Matier
Date: 31/08/01

TO: Merv Matier, Director of Education

FROM: Marguerite Botting, Superintendent of Instructional Services

DATE: 2001 09 06

RE: **Response to Delegation regarding Special Class Cuts**

Recommendation:

Moved by _____, that the report "Response to Delegation regarding Special Class Cuts" be received for information.

Background:

As a delegation at the June 7, 2001 Education Committee meeting, Janice P. Criger presented to Trustees regarding her concerns about the "recent cuts to the Special Education Programs." The Minutes (attached) reflect the following response to the delegation:

It was moved by B. Walllace: **That the delegation information regarding the recent cuts to Special Education Programs be referred to administration.**

J. Bishop requested that the officials bring back a report in September. Noting there was not enough parental input on the recent changes to special education, she emphasized that parents would like to be assured of the Board's commitment and future direction, particularly on the Gifted programming.

B. Wallace accepted J. Bishop's request as a friendly amendment to his referral motion. The motion was approved.

The delegation had concluded with an "Action Request" that trustees should ask the staff to report on three questions.

Response:

This report provides the delegation's original questions and the responses prepared by staff. The remarks contained in the friendly amendment are addressed in the conclusion.

1. **What Board policies and guidelines did staff follow when making these cuts, e.g. the school path policy of February 2001? What about the Board's stated objective to "deliver quality programs that result in improved performance by all students?"**

- Staff responded to the Board's motion that there must be a decrease in the number of special classes given our Board's financial reality. With only a 1.57% increase in funding we could no longer afford the 118 elementary special classes within our Board's boundary. By legislation and policy, our Board must live within its budget or the funding allocated by the Ministry. We could afford to have 97 special classes. The decision to move from 118 to 97 special classes was a Board decision made with many regrets that our budget reality dictated this response.
- The Special Class/Program Locations policy was one of many Board policies that guided the staff decisions. There was adherence to this policy wherever possible. For example, students were placed within or as close as possible to their catchment area. Even so, other realities also impacted. Sometimes an ideal school had no available space as it had increasing enrolment that crowded out the potential placement of a special class.
- Other Board policies that were considered were the Transportation School Closure, and Accessibility (Barrier Free) "Pathways".
- Board policy does not stand alone. Special Education is an area of program delivery that is highly governed by several pieces of legislation (e.g. Regulation 181) as well as Ministry memoranda and this provided guidance to decision-making.
- Every effort was made to meet the Board's stated objective to "deliver quality programs that result in improved performance by all students." It was not enough just to remove 21 special classes, rather, considerable discussion occurred regarding the decisions about the specifics as to which of the 97 special classes would remain. In all cases there was rationale for and against the decision to remove or retain the special classes.
- Many other variables impacted on the decisions:
  - Spaces available in the under-subscribed special classes
  - Board decisions about schools designated to close
  - Availability of classroom space given school enrolment for 2001-02
  - The need to minimize the existing long wait list for students with intellectual needs
  - Knowledge of system needs as determined through System Resource Meetings, Identification, Placement Review Committee Meetings, etc.

2. **What policies did staff follow when they imposed increased segregation of special needs students (Autistic and Comprehensive Intellectual) who have been shown to benefit from inclusion in regular programming?**

- The important variable is parental choice. Staff did **not** impose segregated programs on special needs students. The legislation insists that an Identification Placement Review Committee (IPRC) decision is a "recommendation." It is a parent's choice as to whether the child continues in a regular class (inclusion) placement. The parent **may** give consent to a special class placement. In all situations, a parent must provide **written consent** to indicate knowledge and support for the choice that has been made.
- Legislation requires that the IPRC **must** offer a regular class or inclusive placement as its **first** recommendation. A special class recommendation is **second**.
- One of the many strengths of our Board is that we provide inclusive placements as well as special class placements. We promote our Board's strength through the statement that our Board offers "inclusion plus choice". Our parents are fortunate as they do have a choice for their child's program.
- We have many students who are autistic or who have intellectual needs and are in a regular class placement and will remain there likely for their whole school career. Even though a special class may have been offered through the IPRC recommendation, the parent can always make the choice between regular or special class placement.

3. **What policies did staff follow in decreasing the congregation of students who have been shown to benefit from self-contained programming (Gifted and Specific Learning Disability SLD)?**

- These programs continue to exist at the primary and junior level. It was determined that intermediate Learning Disabled students could be supported in regular school as the secondary school principals were advocating. Another important consideration is the reality that the Board does not have secondary special class programs for Learning Disabled students rather students are supported in regular classes with resource teacher assistance. There was considerable support for the belief that intermediate students needed to make a transition from elementary regular program with support to secondary programs with support. Moving from a small special class setting to a secondary regular class program was often a risky and difficult transition. Therefore, some intermediate Learning Disabled special classes were removed.
- The reduction in the number of Gifted special classes was made because we could no longer afford to carry empty spaces. The Gifted program, with eight special classes represented a capacity for 200 student spaces and yet only 136 students were on the class lists. We could not afford to carry the empty 64 student spaces.

Conclusion:

Staff understands Janice Criger's concern that there was not enough parental input for the reduction in special classes. It was impossible to gather any parent input as staff had eight working days to develop a response to the budget reduction from 118 to 97 special class teachers. There was consultation with the Principal Advisory Team, with a small reaction group of principals from the Educational Assistant Allocation Committee on two occasions and with the Managers of Instructional Services. SEAC members were informed and aware of the need to reduce.

Janice Criger's request that parents would like to be assured of the Board's commitment and future directions, particularly with the Gifted programs is understandable. The Gifted programs were managed in the same way as other special class programs and were not unfairly reduced in number. The Gifted special classes had to be fully subscribed to be affordable. Staff shall continue as before with the process for system-wide assessment to support the identification of students who are in need of Gifted programming.

As for the Board's commitment, it is important to note that Trustees and staff were distressed about the need to remove special class programs. No one wants to reduce resources for our special needs students. The commitment to our special needs students continues to be the primary focus for special education despite the numerous challenges resulting from financial restraints. We are hopeful that additional funding will be available in the future allowing us to provide all the resources and programs our students rightly deserve.

6. Janis Criger re Recent Cuts to Special Education Programs

The presenters, headed by J. Criger, reviewed the salient details of their brief and then drew the members' attention to the Action Request on Page 6-3.

In response to R. Barlow's query, J. Criger affirmed the efforts of concerned parents in lobbying on the issue up to the Ministry of Education level.

L. Orban noted the continuing efforts of the Board to meet the students' needs.

Expressing appreciation for the presentation,

> **It was moved by B. Wallace: That the delegation information regarding the recent cuts to Special Education Programs be referred to administration.**

J. Criger affirmed for L. Peddle the parents' awareness of the Board-approved strategic directions. However, they felt these strategies were very general and parents want to see more transparency built into policy/guidelines.
J. Bishop requested the officials bring back the report in September. Noting there was not enough parental input on the recent changes to special education, she emphasized that parents would like to be assured of the Board's commitment and future direction, particularly on the gifted programming.

B. Wallace accepted J. Bishop's request as friendly amendment to his referral motion.

On behalf of the committee, E. Johnstone thanked the presenters.

I. Thompson called the question and it was **CARRIED**.

To the motion, **CARRIED, 9 IN FAVOR, 1 ABSTAINED**.

#11

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

...ved for distribution
...the Director.
Signature: M Matier
Date: 31/08/01

To: Merv Matier, Director of Education

From: Wayne Joudrie, Superintendent of Education

Date: September 6, 2001

Subject: INFORMATION TECHNOLOGY REPORT

Recommended Action:

Moved by _____, that the attached Info Tech Long Range Plan Report be received for information only.

W Joudrie

2001 info tech

long range plan update

1. **Infrastructure**
2. **Curriculum Resources**
3. **Curriculum Support**
4. **Technical Support**

Infrastructure

The infrastructure portion of the Long Range Plan is heavily dependent upon budget. The 2000-2001 year is the first budget where over 50% of the allocated funds were available due to lease expirations. The funds available were $1,485,808 out of a total of $2,762,324.

infrastructure goals

- improved computer/student ratio
- quick and reliable e-mail and internet services to all schools
- increased network accessibility to classrooms

infrastructure outcomes—year 3

- selection of Classroom Computers Partner—*IBM was selected in April,2001*
- completion of Wide Area Network to all schools—*currently over 50% completed*
- implementation of Outlook Express as the single e-mail system within all Board sites

* **Through discussion with IBM, a set of strategies and timelines will be developed to address the outstanding infrastructure goals.**

Curriculum Resources

curriculum resources goals

- maximize software and resource allocation
- provision of Automated Library Services within five years

curriculum resources outcomes—year 3

- continued focus of core software
- Secondary allocation ($1421/school)
- "Teaching & Technology" published quarterly
- selection of Library Automation Software—EPIXTECH
- joint financing of EBSCO-HOST with Hamilton Public Library
- enhanced lending library of Technology Resources
- automation of Kits Services

Curriculum Support

curriculum support goals

- support for Electronic Reporting
- monthly training sessions for I.T.C.s
- training sessions for all staff

curriculum support outcomes—year 3

- 73 elementary schools currently using Relational Version of Electronic Report Cards
- regular I.T.C. meetings
- Fall, Winter and Spring staff training sessions offered
- First Class Collaboration Software Pilot implemented in 18 schools
- Three half-time Itinerant Info Techs hired to provide school support

Technical Support

technical support goals

- provision of quick, responsive technical support to our schools

technical support outcomes—year 3

- cluster Board model refined
- weekly scheduled visits to all secondary schools
- Client Services (Helpline) staff selected and in place
- the W.A.N. has allowed a variety of technological efficiencies that have, or will improve services over time—ie. remote management.

#12

September 6, 2001

To: The Education Committee

From: Ray Mulholland, Chair of the Board

Re: GIVING KIDS A CHANCE – G. Allan

RECOMMENDED ACTION:

Moved by _____, That the Chair of the Board and the Director write a letter of commendation for and support of the "Giving Kids a Chance" program presented by Glenn Allan.

RATIONALE

The attached material outlines in detail the program developed by Glenn Allan.

In order to continue working towards his goal of "speaking in as many schools as humanly possible in Halton, Hamilton and Niagara during the 2001-2002 school year", Mr. Allan is attempting to do some fund-raising among our community members. An official letter of endorsement from The Hamilton-Wentworth District School Board would give credibility to the program and assure those who are considering financial support some confidence as to its validity.

GIVING KIDS A CHANCE

A Story of Hope

Secretary of the Board:

My name is Glenn Allan, I was born on February 2nd, 1964 in Hamilton Ontario and by all rights should have died years ago.
I am a recovering alcoholic, cocaine addict and I am a conqueror of childhood sexual abuse. I also quit smoking cigarettes back in March of 2000.

It is my goal to speak to as many students as humanly possible, however I require the school board trustees to 1) support and 2) help facilitate **Giving Kids a Chance – A Story of Hope.**
The topics that will be covered during my presentation to your students include: abuse, alcohol & drugs, negative & positive peer pressure, self-esteem, self-worth, self-respect and respect of others, bullying, choices, suicide, feelings, emotions etc.
Allow me to give you a brief outline of my life.

I first nearly died at birth suffering from fetal stress, I then survived a stabbing outside of a bar in 1987. One of four knife wounds that I suffered came within an 1/8 of an inch of being fatal. I have had my "last rites" read to me twice. Once was from the stabbing, while the second occurred when a blow to my head rendered me unconscious & unresponsive for almost 90 minutes. I deal with the effects of this and twelve other concussions on a daily basis – Post Concussion Syndrome.
In addition to PCS, I have been diagnosed with Sleep Apnea, a sleeping disorder that requires me to use a machine that assists me while I sleep, so that I don't stop breathing. I recently underwent a throat operation that will hopefully improve my airflow. Battling the effects of PCS and Sleep Apnea can be a daily struggle, for example headaches, lack of concentration, memory loss, slurred speech etc. However, life goes on and persevering is not an option, it is a must if hope to make any difference whatsoever.

My story addresses issues that are important to all, but especially to today's youth. From my experience of years of abuse & trauma, I talk about my total lack of self-esteem & self worth as a youth. And in later years the desperate need to put others down or be sarcastic, so that I would be viewed as

superior in the eye's of others or as an attempt to "fit in". While I speak about negative & positive peer pressure and I offer up reasons why bullies are bullies, while asking the question, why people think that they are better than others simply by the way a person looks, speaks, dresses or by a persons race or religion etc.

I talk about the many lies that our kids are told today such as, "you are stupid, you are a loser, a bum, you'll never amount to anything". Damaging lies that some kids later believe and achieve.

I talk to my audiences about being accountable for their words & actions, and about being honest & humble with themselves and others. About walking with integrity & dignity, while encouraging and being kind to one another.

Most of all I share how all of my pain, guilt, shame, sadness, frustration, desperation, anger, unresolved issues & unresolved resentments now motivate me to help others before they make the same mistakes that I made. This is why I choose to share my story, to become proactive with our youth and give those who need it, a fighting chance and hope.

Again, it is my goal to speak in as many schools as humanly possible in Halton, Hamilton & Niagara during the 2001-2002 school year. Please help me as I try to make a positive difference with our youth, and our community.

Thank you for your time and consideration.

12-3

"GIVING KIDS A CHANCE" TEAM

Glenn F. Allan – President - GFA Productions

Front-Line Consultants
Hamilton Police Service
Constable David Ingrassia
905-546-2959
Constable John Dailey
905-628-4512
Royal Canadian Mounted Police
Corporal R.J. Smith
905-572-2401
Allen A. Rodgers
905-572-2401
Canadian Centre for Abuse Awareness
Ellen Campbell – Executive Director

HONOURARY CONSULTANT
Linda Halliday-Sumner
www.breakingthesilence.com
1-250-890-1049 (British Columbia)

Advisory Committee

Tony Ascrizzi
Joanne Battista
Fil D'Amico
Councilor Frank D'Amico
Tony D'Amico
Kim Ferjo
Peter Ham
Harry Howell
Cary Kaplan
Councillor Bill Kelly
Miles Mattatal
Joanne McCallum
Michael P. McCarthy
Councillor Sam Merulla
Pat Mostacci
Rik Padunsky
Bill Pearson
Chris Philips
Dave Richardson
Ian Thompson
Bill Tidball, B.A. LLB.
Ray Vella
Nancy Wardell

VOLUNTEER COORDINATOR
Nicole Desjardins

Please make cheques payable to:
GFA Productions

GFA Productions
PRESENTS

"GIVING KIDS A CHANCE"

A Story of Hope

So many of today's youth have or are being, in one way or another, abused. Some struggle with abandonment, addiction, dependencies, eating disorders, obsessive behaviour, depression, etc. and they feel so alone. Many act out in negative and destructive ways.

Hamilton Police Service and RCMP have utilized one man's experience in hope that individuals won't make the same mistakes that he has made, and also to offer hope for those who are suffering in silence.

Glenn Allan has made an immediate impact by Speaking at elementary & high schools, young offende facilities & youth, sport & Church groups.

Glenn talks to the kids about what it was like to be sexually abused for 8 years as a child and how it made him feel, while also sharing the dramatic impact it has had on his life. He talks of the dangers of alcohol, drugs & tobacco, negative and positive peer pressure, bullying, self-esteem, self-worth, self -respect and about respecting others. While visiting Catholic Schools or Christian settings Glenn enthusiastically discusses the dramatic impact that Jesus Christ has in his life today. He explains that the only reason he is alive today, is, " But for the Grace of God".

Giving Kids A Chance is dedicated to delivering a powerful and meaningful message to all that hear it. Glenn is in the process of visiting 150 - 200 schools, young offender facilities, youth, sports & Church groups in the Halton, Hamilton, Niagara and surrounding areas over the next year. Glenn will also be visiting the Toronto, Kitchener, London, Ottawa & Northern Ontario regions.

For Sponsorship, bookings or any other information contact:

100 Bay St. South, Suite 410
Hamilton, Ontario L8P 3H3
905-527-6194
E-mail: gfaproductions@sympatico.ca
Web Site **www.tiger-cats.com\gkac.htm**

12-4

HAMILTON POLICE SERVICE

RECIPIENT OF THE WEBBER SEAVEY AWARD FOR
QUALITY IN LAW ENFORCEMENT

To whom it may concern:

My name is David Ingrassia and I am a Police Officer with the City of Hamilton Police Service. I have been a Police Officer for over 13 years and have served as a School Resource Officer for the past three years. Talking with students, I have come to know the importance of delivering dynamic presentations.

A short time ago, I had the pleasure of meeting Mr. Glenn Allan. I was advised of his experience with substance abuse and addictions, and the positive steps he has taken, to not only overcome his illness, but also to help others with theirs. I learned that Mr. Allan had a desire to speak to the youth in this community and wanted to offer his life experiences as a teaching tool.

I arranged for Mr. Allan to appear before an assembly of grade seven and eight students at a local public school. As the school resource officer, I felt it appropriate that I introduce Mr. Allan. From the moment he took the floor, the students were riveted. All eyes and ears were on this man. I waited to see how long their attentiveness would last, knowing quite well that students have a very short attention span. I was amazed! The students not only listened completely throughout the entire presentation (approx. 50 minutes), but their respect for what they had heard was unprecedented. Mr. Allan had overwhelmingly won this audience of approximately 180 students.

I have since observed Mr. Glenn Allan capture audiences of over 350 high school students. At the most recent assembly, Mr. Allan was warned that they were a "Rowdy bunch" and be prepared for a real challenge. Once again, from the moment Mr. Allan began sharing his experiences, a pin could have been heard falling, and when the bell rang signaling the end of class, no one moved. The students didn't leave, they wanted to hear more. It wasn't until Mr. Allan dismissed the class, that a single student got up and left.

I am offering this letter of great respect and support for Mr. Glenn Allan. The message he offers to students is one of sincerity, empathy and truth.
I strongly believe that every student that has the opportunity to hear Mr. Allan, will benefit from his message.

Sincerely, Constable David Ingrassia

CHIEF OF POLICE KENNETH D. ROBERTSON

155 King William Street, Box 1060, LCD 1, Hamilton, Ontario, CANADA L8N 4C1
PHONE 905.546.4925 FAX 905.546.4752 www.hamiltonpolice.on.ca

101000 JAN01

Royal Canadian Mounted Police / Gendarmerie royale du Canada

12-5

Security Classification/Designation
Classification/désignation sécuritaire

P.O. BOX 487, MAIN P.O.
HAMILTON, ONTARIO
L8N 3H8

Your File Votre référence

TO WHOM IT MAY CONCERN:

Our File Notre référence

2001-05-28

Re: Letter of Reference - Glenn Allan

My name is Robert Smith and I am a member of the Royal Canadian Mounted Police. I have completed 26 years of service in the R.C.M.P. and have served for the past 23 years in drug interdiction and as a Drug Awareness Coordinator for the Greater Toronto Area. During my tenure as the Drug Awareness Coordinator, I have had the opportunity to present drug lectures to professional athletes such as the Toronto Blue Jays, Toronto Maple Leafs, Toronto Raptors; multi-national companies including IBM, Hewlett-Packard, Alcan, etc.; Aboriginal communities; community service groups and to youths.

I have known Glenn Allan for approximately one year. Since that time I have had the opportunity to work in concert with him in his pursuit for a TV series on Drugs in Sports. His dedication to this worthy cause is beyond reproach. Although Glenn has had numerous rejections in seeking funding for his project, his passion and determination is still unabated. As a result of these admirable traits, Glenn has reaped the rewards for his tenacity and his quest for the TV series appears to be close to a reality.

I have also had the opportunity to witness Glenn do what he does best - speak in public on the use of drugs to adults and youths. It is evident from listening to Glenn that he speaks from his heart. Glenn's approach is unique in that he talks openly about his mistakes. Although he discusses his previous drug use openly, he doesn't glamourize his past indiscretions. On the contrary, he candidly communicates the pitfalls of drug use and the negative impact that drugs had on his life. Glenn has no inhibitions about showing his emotions and perhaps that is why both adults and students alike are enthralled with his lectures.

These letters of reference are rarely given as a matter of course by the R.C.M.P., however, when Glenn approached me for same, there was no hesitation in providing a recommendation. Glenn is making every effort to make our community a better and safe place to live and the R.C.M.P. supports him in this commendable endeavour.

Yours truly,

Robert J. Smith, Corporal
London Drug Awareness
Section

Canada

12-6

THE SALVATION ARMY
(William and Catherine Booth, Founders)

CALVERT HOUSE
YOUTH RESOURCE CENTRE
535 Main Street East
Hamilton, Ontario
L8M 1H9
(905) 523-4390
(905) 546-5339 Fax

07 May 2001

RE: *Mr. Glenn Allan*

To Whom It May Concern,

This letter will serve as reference for Mr. Allan. I have known Mr. Allan both personally and professionally for about 10 years.

Through our different journeys in life, Mr. Allan and I have maintained close contact and have assisted each other when needed.

At present, Mr. Allan is part of our Awareness Program team. What this program involves is an in-depth program for Young Offenders to "change the way they think". These programs run four days a week for one hour. Each of these days is assigned a different program. In total we run approximately 48 different programs. Mr Allan has assisted in running the following programs with us: Self Esteem, Anger Management, Values, Spirituality and Relationships. Mr. Allan has demonstrated that he has both the ability and determination to make a difference with our client group. His approach to issues is both direct and compassionate. He sends out a real message that is practical and solicits positive response.

In particular, Mr. Allan assisted one of our youth is coming to the realization that he was sexually abused and the course this had taken in his life. Mr. Allan offered an open mind, was non-judgmental and assisted this youth in getting access to community resources to deal with his abuse. Although this youth is no longer in our care, he continues to call and ask about Mr. Allan. He states that if it were not for the assistance and compassion or Mr. Allan, he would still be in jail and making bad choices. Instead he feels that a weight has been lifted off his shoulders and he feels worthy once again.

Mr. Allan has continued to amaze us with his ability to relate to our client group. We look forward to a continued relationship with him. His practical approach, determination and drive for a better youth is unheard of. He gives 100% of himself to the issue at hand and is serious about making a difference.

I support Mr. Allan's persistence in getting the message out and getting positive results with his audience.

If there is anything further I can add, feel free to call me at anytime.

Sincerely,

Pat Mostacci
Program Coordinator

12-7

Ray of Hope

520 Queen Street South
Kitchener, Ontario, N2G 1X1

tel (519) 578-8018

fax (519) 578-8784

June 26, 2001

To whom it may concern,

My name is John Murray and I am writing a reference to you on behalf of Mr. Glenn Allen. I am the Chaplain at Ray of Hope Ministries in Kitchener, Ontario. Ray of Hope currently runs 3 custody facilities for Young Offenders as well as a Drop-in Centre and a Café/Bakery, which assists individuals in gaining job skills.

Glenn Allen came to speak at a Chapel Service on Wednesday June 20th, 2001 at one of our custody facilities called Hope Manor. At this service, Glenn shared his stirring life story with our youth. He spoke about being sexually abused as a youth, and how he turned to alcohol, drugs and crime to deal with his pain and shame. Glenn spoke passionately about the love, healing and forgiveness, which he found as he turned to Jesus Christ. He also discussed his intense recovery process, which involved Rehabilitation Programs.

I was most impressed with Glenn's honesty and straight forward approach with our youth. They were captivated by his story and listened attentively for over 45 minutes. The issues he shared: abuse, alcohol, drugs, crime, peer pressure, shame, and his faith, were very relevant. His message was one of hope to our youth and I sensed the encouragement they felt from hearing Glenn speak.

I recommend Glenn to you as a speaker with out hesitation. His story is one that must be heard by people of all ages, particularly youth. If I can be of further assistance, please do not hesitate to contact me. I can be reached at (519) 578-8018 or by email at chaplain@rayofhope.net

Sincerely,

John Murray

John Murray
Chaplain

12-8

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Allan A. Greenleaf School

211 Parkside Drive
Waterdown, Ontario L0R 2H1
Telephone: (905) 690-6813 Fax: (905) 690-6816

May 8, 2001

To Whom It May Concern:

This letter is a testament to the contribution made to Allan A. Greenleaf Elementary School by Mr. Glen Allan. Glen visited our school in March in order to talk to some of our grade 8 students about his experiences with drugs and alcohol. The grade 8 students had just completed their health unit surrounding substance use and abuse when our school liaison officer contacted me. Officer Dailey informed me that he had a close acquaintance that was willing to visit our students and share with them an intimate look at the effects drugs can have through the eyes of a recovering addict. I was immediately interested and it was not too long before I met Mr. Glen Allan.

Glen is an enthusiastic, energetic speaker who quickly won the attention and acceptance of our grade 8 students. Glen was able to relate to our students very well by sharing with them some of his own growing pains as a young adolescent. Through personal testimony, Glen took our grade 8 students on a candid journey through the stages of his drug use. He recounted his first experiences with drugs and how through recreation, his drug use eventually became addictive and abusive.

Glen not only talked to our students about his drug use, but about the inner demons that he was facing during this difficult time in his life. Our students related to Glen's battles to fit in as a young man, as well as deal with the tremendous pressure he faced from his peers. The students were incredibly moved by Glen's story and soon began to realize that drug abuse has no boundaries. If Glen could be affected by drug use so could they and their friends.

It is an understatement that Glen's speaking engagement was a very positive one. Glen's most impressive strength is his unfailing ability to captivate and win over an audience that he has just met. His message is a powerful one that will interest any student. It is my pleasure to endorse Mr. Glen Allan as a public speaker and I highly recommend that you pay close attention to his message, you are sure to be moved.

Sincerely,

Brendan Johnson
Physical Education Teacher
Allan A. Greenleaf School

BJ/dtg

12-9

HILLCREST MIDDLE SCHOOL
460 Melvin Avenue, Hamilton, Ontario L8H 2L7
Telephone: (905) 549-3076
Fax: (905) 549-4812
E-mail: hillcres@hwdsb[illegible]a

April 2, 2001

To Whom It May Concern:

On February 16 and 28, 2001, the Grade 7and 8 students at Hillcrest Middle School had the opportunity to hear Glenn Allan, co-founder and Executive Director of New Hope, speak about making wise choices in life. The focus of his message was primarily the dire consequences of drug and alcohol abuse.

Glenn is a dynamic speaker and his direct approach was extremely well received by the students. He spoke very openly about his life experiences and the valuable lessons that he has learned. He stressed the importance of believing in yourself and making the right choices. All the students listened very carefully throughout the one-hour talk and asked very pertinent questions.

The students commented very positively after the talk saying that he was "the best speaker they had ever heard" and that what he had to say was a "wake-up call" for many. One student said that Glenn had given her a lot to think about and that she really did need to make some changes. The Grade 8 classes were so impressed that they wrote personal thank you notes, which they presented to him when he spoke to the grade seven group.

I have been a Middle School administrator for 6 years and can honestly say that Glen's talk had the most powerful impact of any speaker to date. Hillcrest School has some students who are not making the best of decisions and I believe that Glenn's frank and powerful talk made some of these students re-evaluate the path that they were choosing to follow at this time in their life. If just one student changes, then Glenn's message was extremely worthwhile.

If any further information is required, please do not hesitate to contact me at the school.

Sincerely,

Sandra Cole

Sandra Cole, Principal

#13

Hamilton-Wentworth District School Board

Memorandum

Approved for distribution by the Director.
Signature: M. Matier
Date: 31/08/01

To: Merv Matier, Director of Education and Secretary

From: Chuck Reid, Superintendent of Education

Date: September 6, 2001

Re: Alternative Program Decision-Making Protocol

Recommended Action:

Moved by _____, that the Alternative Program Decision-Making Protocol outlined in *Appendix A* be adopted by the Board, beginning September 30, 2001. The Board will receive a review of this protocol by May 2002.

1.0 Rationale

1.1 Currently, groups have two avenues to share their requests with the Board:

i) A group may request delegation status and make a time limited presentation to the Board.

ii) A group may choose to approach senior administration with a request, who in turn may present to the Board.

Given the magnitude of information required to be examined for Alternative Programs, and the number of requests which may come to the Board's attention, current practice is not time-efficient.

1.2 It would be prudent for the Board to be pro-active in establishing a protocol when considering Alternative Program requests, given the following:

i) a clearly understood protocol would identify Board expectations, thereby eliminating misunderstanding and miscommunication

ii) issues to be studied will be addressed in a mutually understood systematic fashion

2.0 Background Information

2.1 During the 2000-2001 school year, senior administration has received inquiries and requests from two community groups seeking the Board's support in establishing Alternative Programming within the Board's jurisdiction.

2.2 It is anticipated that such community requests may increase as the Alternative Program becomes more profiled. This is evidenced in:

i) the City of Edmonton's movement towards 'choices in education', and the attention this movement is receiving in the other western provinces and Ontario

ii) the July 2001 Ministry of Education indication to the Ontario Parents' Council, that the Ontario government would investigate the establishment of Chartered Schools if requested by the Council

iii) the establishing of the new tax credit for education opens the door for independent education to become more accessible for some who may not have been able to afford independent education as an alternative

3.0 Current Information

The creation of a protocol will help the Board to address the following:

i) The Board will be receiving a request from the 'Home Schoolers' of Hamilton-Wentworth to reconsider their Alternative Program request.

ii) The Board will be receiving a presentation from 'P.A.C.E - People for Alternative Christian Education' in October 2001.

APPENDIX A

Hamilton-Wentworth District School Board

Decision-Making Protocol for Alternative Programs

Introduction

The following is intended to provide a framework to assist the Board in its effort to make informed decisions concerning Alternative Programs. Effective decision-making involves several steps: understanding the situation; identifying the problem; identifying and comparing alternatives; deciding; implementing; and reviewing the decision. Throughout this process, communication with those who are making the decision and those affected by the decision is critical. The intention of this protocol is to ensure informed decision-making takes place in an effective and prudent manner.

Protocol

Request Received by Executive Council	■ a community group or a group from inside the Board may approach Executive Council with a specific alternative education proposal ■ the submission must respect the following guidelines: i) the location of all alternative programs will be at the discretion of the Board ii) no stand-alone full school alternatives will be entertained by the Board iii) no alternative program may have a separate "collective agreement" outside of current agreements between the Board and its employees iv) all proposed alternative programs must respect existing human resources policies v) all proposed alternative programs must meet the student achievement and accountability expectations set forth by the Ministry and the Board vi) all proposed alternative programs must respect and have school School Council representation in each site in which they may be operational ■ this proposed request must include the following information: i) name of program ii) the vision, goals and objectives of the program iii) curriculum and program focus (What makes it 'alternative' or 'different'? What outcomes are to be achieved?) iv) grades involved and proposed size of program v) admission and over-subscription processes vi) the resources required for start-up, and cost for implementation, budget required vii) staff required viii) program monitoring and review -- identify how program effectiveness will be evaluated ix) transportation
Executive Council Responds to Report -- Recommendation to Board	■ Executive Council will receive the request and determine if the proposal is aligned with: i) the Education Act and supporting Regulations ii) the Ontario Curriculum Guidelines iii) the Policies and Procedures of the Board iv) the Board Strategic Directions, and the Board's 'Commitment to Our Community' v) collective agreements and community partnerships

Executive Council Responds to Report -- Recommendation to Board (cont'd)	■ Executive Council will prepare a report to be presented to the Board. This will include the original group submission, Executive Council's response, and one of the following recommendations: i) the alternative program proposal be referred to a Board standing committee to bring a report back to the Board ii) the alternative program proposal not be referred to a Board sub-committee, with stated reasons
Board May Choose to Refer to 'Proposal Review Committee'	■ the Board will receive the request and determine whether the proposal should be referred to committee for further study ■ if referred for study, the Board will strike a *'Proposal Review Committee'*, composed of the following: 1 Superintendent of Education 2 Trustees of the Board 1 School Council Representative 1 Home and School Representative 1 OSSTF Representative 1 HWETL Representative 1 Secondary Administrator 1 Elementary Administrator Other representatives as indicated by the Board ■ the *'Proposal Review Committee'* will report back to Executive Council and the Board, within three months, concerning the following i) how the alternative program addresses unique needs currently not being addressed by Board programs; stakeholder response to the program ii) program viability -- What is the evidence to demonstrate there is a demand for the program? iii) financial viability -- Will the program be self-supporting? iv) academic viability -- How will the program improve student learning? v) partnership viability -- How will the operational relationship between the proposed program and the Board be realized and supported? vi) expansion viability -- If there is a need to expand, how will this be accommodated? vii) other considerations -- items which may be unique to the program that require consideration viii) committee recommendations -- shall address the committee's support or non-support for the operation of a pilot project ix) if the committee recommends the operation of a program pilot, an implementation plan with program assessment criteria will also be presented in the report
Board Receives Report from 'Proposal Review Committee', and Provides Direction	Board receives report from *'Proposal Review Committee'*, and provides one of the following directions: ■ <u>More Information</u>: the Board may ask the *'Proposal Review Committee'* to provide more information i) information requested will be specifically identified by the Board ii) the *'Proposal Review Committee'* will report back ■ <u>Pilot Project</u>: the Board may direct Senior Administration to create a pilot, considering the following: i) an implementation plan be created ii) a budget and resources be identified and established iii) an evaluation of the program, with specific reference to student learning , be designed iv) a report to the Board, if not pre-determined by the Board, will be completed after one academic year ■ <u>No Further Action</u>: the Board may chose not to pursue the proposal i) a rationale will be provided to support this decision

Board Receives 'Pilot' Report	■ the Board will receive a report concerning the pilot project ■ the Board will determine one of the following: i) to discontinue the program ii) to extend the pilot iii) to fold the program into regular operations

A C T I O N I T E M S

EDUCATION COMMITTEE
September 6, 2001

#14

The Hamilton-Wentworth District School Board

M e m o

Approved for distribution by the Director
Signature: Merv Matier
Date: 31/08/01

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources

Date: September 1, 2001

Re: **Staffing Report – Full-Time Equivalent Positions**

Recommended Action:

Moved by: _____

That the August, 2001 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of August, 2001.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

	2000 ACTUALS				2001 ACTUALS								2000/2001 Approved
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	F.T.E.
Teachers - Elementary	2,011.30	2,073.70	2,073.70	2,073.70	2,073.70	2,074.70	2,074.70	2,074.70	2,074.90	2,074.90			2,075.00
Teachers - Secondary	1,243.34	1,243.34	1,243.34	1,243.34	1,243.34	1,225.14	1,225.14	1,225.14	1,225.14	1,225.14			1,247.00
Teacher Assistants	392.00	420.00	420.00	420.00	420.00	420.00	421.00	421.00	421.00	421.00			421.50
Professionals & Paraprofessionals	116.80	116.80	117.30	117.30	117.30	117.30	117.30	117.30	117.30	117.30			117.30
School Administration	411.93	411.93	411.93	411.93	411.93	411.93	411.93	411.93	411.93	411.93			410.93
Consultants & Special Assign. Tchrs.	33.00	34.00	34.00	34.00	34.00	34.00	34.00	34.00	34.00	34.00			34.00
Board Administration & Governance	152.00	152.00	152.00	152.00	152.00	153.00	153.00	153.00	153.00	153.00			153.00
School Operations	481.75	481.75	481.75	481.75	481.75	481.75	481.75	481.75	481.75	481.75			480.88
Continuing Education	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87			4.87
Transportation	1.25	1.25	2.25	2.25	2.25	2.25	2.25	2.25	2.25	2.25			2.25
Total Full Time Equiv. Positions	**4,848.24**	**4,939.64**	**4,941.14**	**4,941.14**	**4,941.14**	**4,924.94**	**4,925.94**	**4,925.94**	**4,926.14**	**4,926.14**			**4,946.73**
Staff on Loan (recoverable)	15.38	16.38	16.38	16.38	16.38	16.23	16.23	16.23	16.23	16.23			

Prepared by Human Resources - September 1, 2001

CORRESPONDENCE

EDUCATION COMMITTEE
September 6, 2001

#75

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

451 Park Street West, P.O. Box 210, Windsor, Ontario N9A 6K1 Tel: (519) 255-3200 www.GECDSB.on.ca

March 22, 2001

Referred from May 24, 2001 Board meeting

APR 3 0 2001

Robert Glass
Chief Executive Officer
Education Quality and Accountability Office
Suite 1200
2 Carleton Street
Toronto, Ontario
M5B 2M9

Dear Mr. Glass:

I am writing on behalf of the members of the Greater Essex County District School Board to express concerns regarding the recent decision of the EQAO to limit the summer marking sessions of the 2001 Grades 3 and 6 provincial assessment to two locations in the province, both of these to be in Toronto.

We have advocated to our staff the importance of building local capacity in the areas of assessment, evaluation, and strategies for improvement. We have encouraged our principals, vice-principals and teachers to become involved in the assessment exercises, recognizing them as a valuable professional development opportunity. Participating in the marking of the provincial assessments has provided an excellent form of staff development and has enhanced the ability to support and assist teachers as they seek to improve student achievement levels. Localizing the positive impact of this activity to the Greater Toronto area, and limiting markers to come from outside Toronto to 20%, deprives staff outside the Toronto area of a valuable professional development opportunity.

The administration of the provincial assessments, as well as the communication of the resulting achievement levels of our students to our communities, is a local responsibility and one that we take very seriously. It would serve us well to be able to continue with the opportunity to take part in the marking component of the evaluation process.

Yours truly,

Mary Jean Gallagher

Mary Jean Gallagher,
Director of Education and Secretary of the Board

c: Janet Ecker, Minister of Education
Suzanne Herbert, Deputy Minister of Education
OPSBA
Ontario District School Boards

#16

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

451 Park Street West, P.O. Box 210, Windsor, Ontario N9A 6K1 Tel: (519) 255-3200 www.GECDSB.on.ca

March 22, 2001

The Honourable Janet Ecker
Minister of Education
Mowat Block, Queen's Park
Toronto, Ontario M7A 1L2

Referred from May 24, 2001 Board meeting

Dear Minister Ecker:

I am writing to express to you concerns on behalf of the Greater Essex County District School Board with regard to the recent announcement to move forward with mandatory criminal background checks for teachers and other school employees starting in September 2001.

We understand that input will be invited from the Ontario College of Teachers, the Ministry of the Solicitor General and "other partners", as the Ministry develops the corresponding regulation. Although the sentiment beyond this initiative is a good one, it was presented without parameters and a number of concerns have been raised relating to its implementation. These follow:

- Criminal background checks have been a component of our hiring process for a number of years. Over the past two years, we have had a high number of retirements and therefore approximately one-third of our teaching staff will presently have criminal checks on file. It will be a waste of human resources to require these checks to be repeated. Please ensure that any new process is designed to build upon that which boards already have in place.
- Parameters need to be developed to identify those criminal charges over that time period that would pose a safety concern to a school environment.
- What kind of discretion will Boards have in response to criminal checks that divulge criminal information?
- Is time also a factor to consider, in some cases? If it is something that occurred thirty years ago, is it still relevant?
- Who will be responsible for the cost?
- To successfully implement this legislation, it will be necessary to work in conjunction with our local police departments. Are these agencies able to deliver, in a reasonable time frame, the millions of police checks this would require?

As one of only a number of initiatives coming forward under the Safe Schools Act, it is recognized that criminal background checks alone cannot ensure staff in our schools pose no risk to students or their colleagues. This Board and its administration place the safety of our students first and foremost. We will remain vigilant and continue to employ practices in place to ensure the safety of our students, staff and school communities.

Yours truly,

Mary Jean Gallagher

Mary Jean Gallagher,
Director of Education and Secretary of the Board

c: OPSBA
Ontario District School Boards

#47

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

451 Park Street West, P.O. Box 210, Windsor, Ontario N9A 6K1 Tel: (519) 255-3200 www.GECDSB.on.ca

March 22, 2001

Robert Glass
Chief Executive Officer
Education Quality and Accountability Office
Suite 1200
2 Carleton Street
Toronto, Ontario M5B 2M9

Referred from May 24, 2001
Board meeting

Dear Mr. Glass:

I am writing to express to you concerns on behalf of the Greater Essex County District School Board with regard to the recent Grade 10 Literacy Test.

In October 2000, along with thousands of students from across the province, our grade ten students participated in the trial version of the Ontario Secondary School Literacy Test. The Secondary School Literacy Test was designed, vetted and marked by teachers. We regard the test as fair and to effectively evaluate the reading and writing levels of grade ten students if administered properly under the right conditions.

Of great concern to us is the degree to which the message that this year's assessment was not going to count towards a secondary school diploma affected student efforts on the assessment. We intend to go behind our numbers to see if individual test results are a true reflection and match of the capabilities of each student. Following this, we will be focusing on what supports and remedial programs are necessary for those students who were not successful on one or both components of the assessment for reasons other than lack of effort.

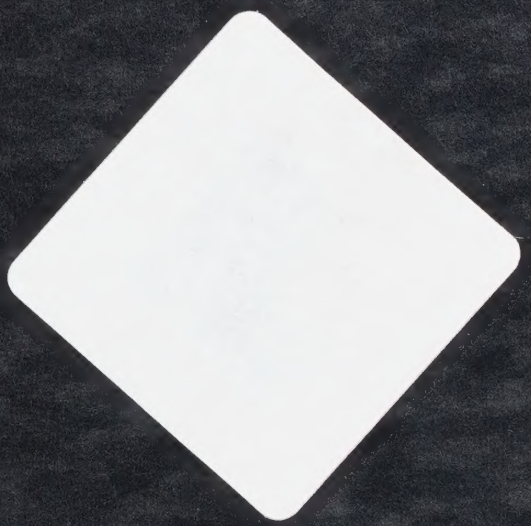
You announced to students that the test would not count. While we understand the desire on the part of EQAO to have students evaluated in a high stakes test only once the test has been proven, the effect of the decision was to have all schools, teachers, and boards publicly evaluated through a sabotaged process. Our students, teachers and our system deserve better.

Yours truly,

Mary Jean Gallagher

Mary Jean Gallagher,
Director of Education and Secretary of the Board

c: OPSBA
Ontario District School Boards



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